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ABSTRACT

This monograph presents information on critical issues in the transition of handicapped youth from the school setting to the work environment. The articles discuss the needs of handicapped youth, professional and parental competencies, employability, job settings, and legislation. Titles and authors are as follows: "Career Education for Transition" (Karen Harrell); "Developing the Assurances of the Carl D. Perkins Vocational Education Act into a Comprehensive Process to Serve Handicapped Students" (Michelle Sarkees); "What is Transitional Programming?" (Lewis Allen); "Considerations for Developing and Implementing Transition Programs" (Lynda West); "The Emerging Role of Special Education Administrators Responsible for Vocational Special Education Programs" (Carole Veir); "Support Personnel in Vocational Special Needs" (Susan Asselin); "Parents and the Transition Process" (Karen Harrell and Debra Smith); "Occupational Transition Planning: Preparation of Related Services Personnel" (Kathryn Smith and Terry Smith); "Employment for Persons with Disabilities" (Lloyd Tindall); "Issues in Interagency Planning: Understanding the Impact of Job Training Partnership Act Program Activities on Special Needs Populations" (Elizabeth Getzel); "Remediation Strategies for Students in Postsecondary Institutions" (Kenneth Easom and Evelyn Brooks); and "Job Survival for Handicapped Students and the Third Dimension of the Vocational Education Curriculum" (C. Paul Scott). References are provided for most papers. (JDD)

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CAREER EDUCATION FOR TRANSITION:

CRITICAL ISSUES

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Preface

The vocational education of handicapped youth is a vital part of their total educational program. There is a national movement toward providing youth with the competencies and skills necessary for a successful transition from the school setting to the work environment. As part of their regular undergraduate and graduate programs, these teachers do not have training which prepares them with the knowledge and skill competencies needed to successfully work with the handicapped students enrolled in their vocational programs. As a result, they frequently feel inadequate and encounter many frustrations related to the students. Career resource teachers in vocational programs such as agriculture education, trade and industrial education, and health occupations education, need assistance with incorporating these competencies and skills into their daily educational practices. Teachers who have the proper background to work with handicapped youth are positive advocates of transition.

This monograph provides materials which will inform career resource teachers about transition and topics related to transition and handicapped youth. The articles discuss critical issues which relate to the needs of handicapped youth, professional and parental competencies, employability, job settings, legislation, etc. It is our belief that many teachers do not have access to the information that demonstrates to them ways to implement transition activities. The purpose of this monograph is to present information on critical issues involved in the transition of handicapped youth in a manner which will be useful to the classroom teacher when working with handicapped youth.

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The professional and personal support of many people was instrumental in the development of this monograph. First, thanks go to the career resource teachers who worked through the first CET course sequence and will be using this publication as a resource for future transition activities. Appreciation is also expressed to the school administrators who allowed CET personnel to work in vocational classrooms within their systems.

I gratefully acknowledge the support of the Department of Home Economics Education, the Division of Vocational Education, and the College of Education at the University of Georgia in the development and implementation of the *Preparation of Related Services Personnel in Career Education for Transition project.*

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Karen Harrell

Career Education for Transition

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Introduction

Transitional-employment programs to enhance the employment prospects for mentally handicapped youth have been established basically in the past 15 years. Initial undertakings, such as Moss' and Wehman's, to develop transition programs were university-based projects that concentrated on identifying and developing appropriate training methods for facilitating the transition process (Kerachsky & Thornton, 1987). These programs helped refine the transitional-employment model and establish the feasibility of the concept. Other universities and organizations established programs which have provided evidence that transitional employment for handicapped youth is feasible (Kerachsky & Thornton, 1987).

One Transition Project

The federal Office of Special Education and Rehabilitative Services (OSERS) has made school-to-work transition a national priority and has set forth policies and special funding to agencies establishing model transition programs.

At the University of Georgia, the Division of Vocational Education, in cooperation with the Special Education Department, has developed a new program, Career Education for Transition (CET). The objective of the program is to train career resource teachers, career counseling specialists, and career education consultants to assist handicapped youth with employment, independent living, and other aspects of community life. Career resource teachers completing the program will be prepared in a particular content area and in career education for the transition of handicapped youth.

Students enrolled in a master's or specialist degree program receive a Master of Education degree (M.Ed.) or Specialist in Education degree (Ed.S.) in Vocational Education with an emphasis in one of the content areas listed below.

The students will also take a three-course sequence in CET as part of their degree program. The possible student program combinations are:

Major/Minor

- Vocational Education/CET
- Agricultural Education/CET
- Health Occupations Education/CET
- Home Economics Education/CET
- Industrial Arts Education/CET
- Marketing and Distributive Education/CET
- Trade and Industrial Education/CET

The potential roles for which students will be prepared are:

- Vocational Education Teachers
- Career Resource Teachers
- Career Education Consultants

Extent of Need

The Career Education for Transition project was designed to meet priorities for the United States and needs for Georgia.

U. S. Priorities

The Career Education for Transition project concentrates on pre-service training

of vocational educators who desire to obtain career resource training. The project will strive to (1) increase the quantity, and (2) improve the quality of career resource teachers. These activities are priorities for the United States (DDP/OSEP, 1984). Our project also helps the U. S. Department of Education achieve its goal of making an appropriate education program available and accessible to every handicapped youth.

Despite the mandate to provide appropriate education to handicapped youth, the lack of participation of handicapped individuals in employment and training remains a national concern. Handicapped youth are not making a smooth transition from school to employment. For example,

- Fifty to eighty percent of working age adults reporting a disability are without a job (U. S. Bureau of Census, 1982; U. S. Commission on Civil Rights, 1983);
- Eighty-five percent of those disabled individuals employed earned less than $7,000 per year, and 52% earned less than $2,000 per year (Bowe, 1980);
- Fifty percent of all U. S. residents who do not participate in the labor force are disabled (Bowe, 1980);
- Seventy-six percent of all disabled women are unemployed (Bowe, 1980);
- Twelve percent of students enrolled in vocational education programs in grades 9-12 are handicapped (Baker, 1987).

This situation places a heavy burden upon the taxpayers. The projected cost of dependency to government and industry is $348 billion by 1990 (Kregel, 1983). Handicapped individuals must be removed from the roles of income maintenance programs which foster dependency and be provided with incentives and training that encourage employment. Such a philosophy is consistent with the economic policy of the current administration. A national policy dedicated to preparing handicapped individuals for work would result in increased tax revenues for federal and state governments and decreased expenditures. The human benefits resulting from increased independence and self-direction are incalculable.

Handicapped youth often have extreme difficulty making the transition from school to work. In addition, they face major problems successfully adapting to the adult roles of citizen and consumer (Kelly & Colangelo, 1984; Knowlton & Clark, 1987; Naylor, 1985). Many of these problems facing handicapped adolescents and adults can be traced to inadequacies in secondary school programs (Mithaug, Martin, & Agran, 1987; Salend, 1984).

Recognizing that the transition from school to employment is a complex process requiring a broad array of services. The Office of Special Education and Rehabilitative Services has recently established a national priority on improving transition of handicapped youth from school to employment (Wehman, Kregel, Barcus, & Schalack, 1986; Will, 1984). Both improved secondary programming and increased interagency coordination and cooperation are stressed in the OSERS' policy statement. Paralleling this policy statement, new technology for training handicapped employees has developed. Two such examples are the previously cited supported work models.

A major cause of inappropriate and inadequate career programs for handicapped students is lack of properly trained personnel. Career education teachers generally work with nonhandicapped youth. Little emphasis is placed on training handicapped youth. Additionally, teacher training programs have often focused upon the younger handicapped child (Heller, 1981). A recent analysis of issues in secondary pre-service preparation indicated that: (a) both the quality and quantity of secondary programs are inadequate, and (b) interdisciplinary training is highly desirable (Clarke, 1984; Edgar, 1987).

Career education pre-service personnel often receive little instruction or training in the unique needs of handicapped students.

Many individuals leaving career education teacher training programs prepared to work with nonhandicapped children are often unprepared to successfully deliver services to handicapped youth. These pre-service teacher training programs also do not give teachers skills necessary to initiate interagency service delivery.

Georgia Needs

Although Georgia has made great strides in preparing handicapped youth for productive adulthood, the state still faces several major problems as it strives to provide appropriate education to all handicapped adolescents. Paramount are problems of a shortage of personnel, lack of adequate preparation of existing personnel, insufficient number of career education programs, and insufficient attention within programs to state graduation requirements on skills in adult life roles. To illustrate the extent of the problems, consider that less than half of the school districts in the state are in total compliance on the monitoring regulation relating to participation of handicapped students in career education. Handicapped adolescents in 53% of the school districts are not receiving appropriate career education. This indicates an urgent need to increase the number of personnel and the quality of instruction available to the secondary-aged handicapped students.

Georgia currently has 29,338 handicapped students enrolled in grades 9-12 (Alred, 1987). The Office of Vocational Education in the Georgia Department of Education reports that data from the Management Information Data System (MIDS) indicate that 13,093 handicapped students are served in some type of career education program (Miller, 1987). These data indicate that over 16,000 handicapped students in grades 9-12 within the state are not being served by career education. Although some of these students may be in college preparatory programs (and might not be appropriate candidates for career education) and others may be severely handicapped students (unable to benefit from regular career education programs), it is reasonable to conclude that an adequate number of trained career resource teachers would enable thousands of these students to be mainstreamed into career education. Currently, for example, only 10.8% of the handicapped students enrolled in secondary schools in Georgia participate in the RVI program (3,179 enrolled) which provides special education support to handicapped students enrolled in regular career education programs (Smalley, 1987). This means that over 12,000 students integrated into career education are not being provided with formal support services.

The numbers of career education teachers needed to fill positions in Georgia continue to increase. The largest population of pre-service personnel available for certification in Georgia is at the undergraduate level. A majority of these students are only exposed to methods and materials for nonhandicapped students. These pre-service personnel require an awareness of the needs of secondary handicapped youth and the basic competencies to teach at this level. To accomplish this, additional competencies should be interwoven throughout their existing teacher training program.

The Georgia Department of Education recognizes the lack of adequate career programming to secondary handicapped students. As a result, the Department of Education has worked cooperatively with the Division of Vocational Education to establish course offerings toward adequate career programming to secondary handicapped students. For example, eight statewide workshops on Computer Assisted Instruction for handicapped learners were cooperatively conducted by the Georgia Department of Education and the Division of Vocational Education.

Another urgent problem is that handicapped students in secondary schools are not being adequately prepared to meet the state's competency-based education (CBE) graduation requirements. The CBE program focuses on preparation for the adult life roles of the learner, individual, citizen, consumer,

and producer. Students entering the 9th grade, including handicapped students, are required to meet the state's CBE requirements in order to obtain a high school diploma. This presents a tremendous challenge to career educators in secondary programs. Unless career educators are prepared to equip their handicapped students with the competencies required by the state, and include these competencies in the curriculum, many handicapped students will be unable to receive a high school diploma. This will severely limit the probability of the students successfully making the transition from the school role to the adult role.

To resolve these many problems, we must initiate changes. Career Education for Transition competencies must be introduced systematically into career education teacher education programs. The Division of Vocational Education at the University of Georgia has begun this process with this grant.

Program Content

Purpose and Objectives

The purpose of the CET project is to train career resource teachers, career counseling specialists, and career education consultants to assist handicapped youth with employment, independent living, and other aspects of community life. Specifically, grant personnel propose one major objective:

> To prepare 20 graduate pre-service career education teachers annually through a sequence of courses in transitional programming. The students will be divided between the vocational education major areas of study. These areas were specified in the overview of this article.

Grant personnel will also address the following three subordinate objectives:

1. To develop and field-test instructional units based on competencies gained by students in the CET course sequence.

2. To prepare teachers in selected counties to implement career education activities and community-based instruction by utilizing the instructional units developed in the CET course sequence.

3. Identify and utilize appropriate practicum facilities for such activities as internships and other supervised CET experiences.

Personnel Roles

Our graduates will assume a broad range of roles as they work in several environments in both rural and urban areas, e.g., public schools, extension services, and vocational technical schools. Each graduate cannot fit all roles. Therefore, the student, with guidance of his/her advisory committee, will select a preferred role.

Competencies

Common secondary transitional programming competencies are associated with each role--across handicapping conditions, working environments, and rural and urban settings. These competencies have been synthesized from a variety of sources (e.g., Brolin, 1982; Brown, 1984; Kregel, 1983; Phelps & Lutz, 1977; Wehman & McLaughlin, 1981) and are specified below.

Knowledge Competencies. Our CET project graduates should be able to:

- identify the nature and needs of handicapped youth;
- identify and assess the aptitudes, abilities, and limitations of handicapped youth;
- cite relevant state and federal legislation relating to career programs for handicapped youth;
- describe the basic elements of career programs for handicapped youth;
- describe identification and placement procedures involved in scheduling handicapped youth into career programs;
- identify appropriate instructional

materials and techniques which may aid in implementing career programs for handicapped youth;

- identify a variety of agencies and organizations available to aid in the career preparation of handicapped youth;

Skill Competencies. Our CET project graduates should be able to:

- use the resources available to develop and implement an exemplary career education program for handicapped youth;
- develop and/or modify instructional material for use in the career preparation of handicapped youth;
- task analyze specific job skills;
- demonstrate realistic procedures of evaluating handicapped youth in career programs;
- initiate interagency program planning and resource utilization;
- train and utilize volunteers to assist in the delivery of comprehensive career programs to handicapped youth;
- utilize existing software and hardware to enhance the transition of handicapped youth from career education programs to the work setting.

Evaluation of Competencies

CET personnel will evaluate the extent to which CET students achieve the competencies specified above. In brief, criterion-referenced tests will be used for the knowledge competencies. Observation and judgments in practicum will be used for the skill competencies.

Instructional Program

Pre-service students participating in the CET project will major in an area of vocational education (e.g., health occupations education, industrial arts education, home economics education, etc.). In addition to competencies in each degree area, students will acquire the CET competencies in the basic three- course sequence. The CET will be the students' minor area of study in their degree program.

Within the CET course sequence, there are three required courses offered at the University of Georgia. The three required courses are listed below:

EVO-755. Vocational Education for Special Needs Students. 5 hours. Designed to provide vocational education teachers with an understanding of the special needs learner, whereby their instructional program and teaching strategies can be modified to meet the needs of these learners.

EVO-746. Internship in Teaching Vocational Education. 5 hours. A planned program of student activities which takes place in an ongoing work setting. This course allows the career resource teacher to apply the competencies gained in the CET program.

EXC-733. Perspectives on Secondary Programming for the Handicapped. 5 hours. An examination of the interdisciplinary roles in the habilitation of handicapped adolescents and adults. Students will investigate current efforts to guarantee employment opportunities and develop programs for handicapped adolescents in the schools and in the community.

A distinctive characteristic of the training program is its field-based nature. All three required courses include supervised field work. We are using these field experiences and related class activities to differentiate personnel roles as described above. In other words, for their field experiences, pre-service students will select their content area and type of personnel role. All field experiences will involve specific supervised activities tied directly to the competencies needed to perform the tasks within the area and role the student has chosen.

Practicum

Again, all required CET courses include supervised field work. The practicum time requirements for each required course are shown in Table 1.

The practicum portions of the program are the heart of the CET program. We use systematically planned practicum to differentiate personnel roles and evaluate skill competence--a key element in the practicum is supervision. All students are supervised by CET project personnel for two or more hours every other week throughout the three-course sequence.

The practicum sites are varied according to preferred personnel role. All practicum sites have an ongoing secondary education program for handicapped students under the leadership of a qualified instructor. All practicum instructors have at least two years of experience in their present position.

We have many practicum sites available. The following examples are representative:

Oconee County Comprehensive High School is a rural school with career education programs serving handicapped youth.

Athens Tech is a postsecondary Vocational Technical School in Athens, GA. The school has a Career Development Center designed to provide career guidance and related services to handicapped youth.

Athens Unit, Georgia Retardation Center is a University affiliated facility serving handicapped youth. The school has a career education program for intermediate and secondary-aged students.

Center Project Design

Our intent is to portray the CET project as a collaborative effort between the Division for the Education of Exceptional Children and the Division of Vocational Education Interdivisional cooperation is of paramount importance for effective training across the disciplines of special education and career education. The pre-service career educator's home division is the Division for Vocational Education.

Management Plan

Our management plan is designed to ensure the proper administration of the CET project. We have two management objectives:

To organize personnel, facilities, and resources required to train career resource teachers to assist handicapped youth with employment, independent living, and other aspects of community life.

Table 1 . Cet Course Sequence

Courses	Length	Class Hrs. Per Wk.	Practicum Hrs. Per Wk.
EVO-755 Teaching Vocational Education to Students with Special Needs	10 wks.	5	2
EXC-733 Perspectives on Secondary Programming for the Handicapped	10 wks.	3	3
EVO-746 Internship in Teaching Vocational Education	10 wks.	2	30

To use procedures for accomplishing this task which will help attain and maintain high harmony and productivity among the Divisions' faculty, support staff, and students, and continue mutually supporting activities with external units in the College and University, in Georgia, and in the United States.

We have taken two major steps in meeting the CET management objectives. First, we have established the CET training program as a minor area of study within our pre-service degree programs. Second, we have made progress in helping teachers develop and implement transitional programming for their secondary level handicapped students.

1. Project personnel will prepare an information brochure about the CET program for advisors to disseminate to potential students. The brochure will be distributed statewide to local school districts, colleges, and universities.

2. Linkages will be established between local school districts and human service agencies.

CET Project Timelines

We have established timelines to describe how we will fulfill our purpose of training career resource teachers during the 3-year duration of the funding period. The timelines detail how the major and subordinate objectives of the CET project will be accomplished. The timelines also serve to illustrate the relationship of the CET's purpose and objectives. Some examples of activities grant personnel will accomplish are indicated in Table 2.

Table 2 **CET Personnel Activities**

1. Project personnel will prepare an information brochure about the CET program for advisors to disseminate to potential students. The brochure will be distributed statewide to local school districts, colleges, and universities.

2. Linkages will be established between local school districts and human service agencies.

3. We will identify community work setting sites for the career resource teachers to place handicapped youth.

4. Employers from the potential work setting sites will be met with to negotiate the possibility of developing both non-paid and paid job-training sites.

5. An advisory committee will be established to oversee the development of the program, review the program content for relevance and validity, work with the Division-wide Curriculum Committee to coordinate the integration of the CET into the major content area programs. The advisory committee will also assist in the coordination of the project evaluation and student follow-up.

6. A monograph will be published each year to assist the pre-service students with the learning process concerning transition and handicapped youth.

7. Project staff will develop and field-test instructional units based on the competencies students will gain in the CET course sequence.

8. CET project staff will work with the Georgia Department of Education to develop demonstration programs in the state in career training for handicapped youth. These demonstration programs will attempt to validate career training procedures.

9. We will develop and pilot-test two survey instruments designed to obtain information on the appropriateness of career training programs for handicapped students.

Dissemination

The dissemination of project information, materials, and procedures relates directly to the objective of training career resource teachers. We have many dissemination activities to help us achieve this objective. CET grant personnel will be disseminating many products. They range from survey results to instructional units. We are disseminating products through convocations such as conferences, workshops, and institutes.

Summary

The Career Education for Transition program in Georgia is founded on the need to improve handicapped youth's transition from school to work. To help handicapped youth move from the school to the community, transitional planning needs to be incorporated into the existing individual education planning process utilized by local school systems. This need has necessitated redefining the competencies needed by career resource teachers who are increasingly being required to identify and coordinate interagency services that assist handicapped youth with employment, independent living, and other aspects of community life. Those services are an integral part of the handicapped youth's individualized education program (IEP). Career resource teachers implement IEPs on a daily basis. These teachers are beginning to implement community-based instructional options (e.g., as in the supported work model, sheltered enclaves, and competitive employment). Career resource teachers now need additional competencies for carrying out these new community-based instructional options.

We who are working in transition do so for the people who are working through transition. There is a direct and proportionate relationship between the quality of our transition programs and the success the handicapped youth experiences in moving from the school to the work setting. The CET grant personnel are working toward that goal.

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Developing the Assurances of the Carl D. Perkins Vocational Education Act into a Comprehensive Process to Serve Handicapped Students

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Historical Perspective

Since 1917, when the Smith-Hughes Act was passed, there has been a federal, state, and local partnership in funding vocational education programs. The emphasis on providing vocational education opportunities to special needs learners, including handicapped individuals, was first seen in the Vocational Education Act of 1963 (P.L. 38-210). This legislation recognized that individuals with special needs require assistance to achieve success in regular vocational education programs, although the Act didn't specifically mandate the use of federal funds for these individuals.

The Education Amendments of 1968 (P.L. 90-576) further stressed the need to provide vocational education opportunities for special needs students and separated this population into two categories: handicapped and disadvantaged. This legislation mandated that 10% of a state's federal vocational basic grant monies must be set aside to assist handicapped students in vocational education. The concept of mainstreaming handicapped students in regular vocational programs was stressed, except when a separate vocational program was in the best interest of the individual.

The Education Amendments of 1976 (P.L. 94-482) maintained the mandatory 10% set aside of each state's federal grant for vocational education to provide necessary services for handicapped students enrolled in vocational programs. These funds were matched on a 50/50 basis with state and local funds.

The Carl Perkins Vocational Education Act

On October 2, 1984, Congress passed the Carl D. Perkins Vocational Education Act (P.L. 98-524). President Reagan signed the Act into law on October 19, 1984, which extended the federal leadership role in vocational education through fiscal year 1989.

There are two broad themes that encompass this legislation: (1) making vocational education programs accessible to all persons, including handicapped and disadvantaged persons, single parents and homemakers, adults in need of retraining, persons participating in programs designed to eliminate sex bias and stereotyping in vocational education, and incarcerated persons; and (2) improving the quality of vocational education programs in order to give the nation's work force the marketable skills needed to improve productivity and promote economic growth.

Vocational education, according to P.L. 98-524, is defined as "organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment in such fields as agriculture, business occupations, home economics, health occupations, marketing and distributive occupations, technical and emerging occupations, modern industrial and agricultural arts, and trades and industrial occupations, or for additional preparation for a career in

such fields and in other occupations requiring other than a baccalaureate or advanced degree."

The nine general purposes for this Act are:

1. To assist the States to expand, improve, modernize, and develop quality vocational education in order to meet the needs of the nation's existing and future work force for marketable skills and to improve productivity and promote economic growth;

2. To assure that individuals who are inadequately served under vocational education programs are assured access to quality vocational education programs, especially individuals who are disadvantaged, who are handicapped, men and women who are entering nontraditional occupations, adults who are in need of training and retraining, individuals who are single parents or homemakers, individuals with limited-English proficiency, and individuals who are incarcerated in correctional institutions;

3. To promote greater cooperation between public agencies and the private sector in preparing individuals for employment, in promoting the quality of vocational education in the States, and in making the vocational system more responsive to the labor market in the United States.

4. To improve the academic foundations of vocational students and to aid in the application of newer technologies (including the use of computers) in terms of employment or occupational goals;

5. To provide vocational education services to train, retrain, and upgrade employed and unemployed workers in new skills for which there is a demand in that State or employment market;

6. To assist the most economically depressed areas of a State to raise employment and occupational competencies of its citizens;

7. To assist the State to utilize a full range of supportive services, special programs and guidance counseling, and placement to achieve the basic purposes of the Act;

8. To improve the effectiveness of consumer and homemaking education, and to reduce the limiting effects of sex role stereotyping on occupations, levels of competency, and careers; and

9. To authorize national programs designed to meet designated vocational education needs and to strengthen the vocational education research process.

(Section 400.1)

Title II of P.L. 98-524 is called the Basic State Grants for Vocational Education. Part A of this Title requires that 57% of each State's basic grant must be set aside for the following populations:

- 10% for handicapped individuals;
- 22% for disadvantaged and limited-English proficient individuals;
- 12% for adults who are in need of training or retraining;
- 8.5% for individuals who are single parents or homemakers;
- 3.5% for individuals who are participants in programs designed to eliminate sex bias and stereotyping; and
- 1% for individuals who are criminal offenders in correctional institutions.

(Section 202)

These federal set-asides must be matched on a 50/50 basis with state or local dollars. Federal set-aside funds for handicapped and disadvantaged students may be used only for "supplemental or additional staff, equipment, materials, and services not provided to other individuals in vocational education that are essential for special needs individuals to participate in vocational education."

These supplemental expenditures are called "excess costs." Some examples of services and activities that are acceptable as "ex-

cess cost items," provided that they are not made available to all students, include:

1. vocational student assessment;

2. support personnel (e.g., resource personnel, itinerant teacher, teacher aide, interpreter, tutor);

3. pofessional development (in-service training);

4. modification or purchase of specially designed equipment;

5. transportation to job training sites;

6. work study programs;

7. resource materials;

8. employer incentives;

9. physical examination for job trainees if required by the employer;

10. special uniforms if required by employer;

11. job development and placement services.

There must be an appropriate data base at the local level for audit purposes to show that the funds are used appropriately. It is important that there is documentation of support services and activities made available to special needs students enrolled in local vocational education programs. One tool that can be used to document appropriate services is the individualized education program (IEP) developed annually for each handicapped student.

Implications for Handicapped Students

Handicapped students are defined in P.L. 98-524 as:

The term handicapped, when applied to individuals, means individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services and who, because of their handicapping condition:

a. cannot succeed in the regular vocational education program without special educational assistance; or

b. require a modified vocational education program.

Not every student identified for special education services will automatically be identified as handicapped under the definition in P.L. 98-524. Some special education students enrolled in a vocational education program may demonstrate an ability to succeed in the program without supplementary services or a modified program. For example, a handicapped student in a class of emotionally disturbed (ED) students may have problems coping with "academic" courses but may find an interest in and an easy adjustment to enrollment in a vocational program. In this case, if the student can successfully progress in the program without any modification at all, he/she is not considered to be handicapped. If, however, any change or additional service is required, the student is identified as "handicapped" in vocational education and is eligible for necessary support provided by set-aside funds in P.L. 98-524.

Requirements in P.L. 98-524 for services and activities for handicapped students enrolled in vocational education include the assurance that state and local education agencies will provide:

1. equal access in recruitment, enrollment, and placement activities [Section 204(A)];

2. equal access to the full range of vocational programs including occupationally specific courses of study, cooperative education, and apprenticeship programs [Section 204(A)];

3. vocational education programs and activities for handicapped individuals will be provided in the least restrictive environment [Section 204(A)];

4. vocational education planning for handicapped individuals will be coordinated between appropriate representatives of vocational education and special education [Section 204(A)];

5. information concerning the opportunities available in vocational education together with the requirements for eligibility for enrollment in such programs will be provided to handicapped and disadvantaged students and parents at least one year before the students enter the grade level in which vocational education programs are first generally available in the state, but in no event later than the beginning of the 9th grade [Section 204(B)].

In addition, handicapped students who enroll in vocational education programs shall receive:

1. assessment of the interest, abilities, and special needs of such student with respect to completing successfully the vocational education program;

2. special services, including adaptation of curriculum, instruction, equipment, and facilities designed to meet the needs from (1) above;

3. guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services;

4. counseling services designed to facilitate the transition from school to postschool employment and career opportunities [Section 204(C)].

The Assurances of P.L. 98-524 as a Process

The collective equity and access assurances of the Carl D. Perkins Vocational Education Act present a great challenge to educational personnel at the state and local level. The implications from this law for program planning, implementation, and evaluation for handicapped students are many and varied.

Cobb and Kingsbury (1985) state that: "The new Act (P.L. 98-524) is a dynamic and forward-thinking piece of legislation reflecting the promise vocational education holds for students with special needs. Its bold initiatives foreshadow accelerated employment training and opportunities for groups of individuals who share a history of high unemployment and underemployment. The manner in which these initiatives are prescribed clearly reflects the vocational education community's concern not only for increased access for special students but for increased quality as well (p. 34).

In order to effectively serve handicapped students under the auspices of the assurances in P.L. 98-524, these assurances should be placed in perspective through an established comprehensive process of services. An example of how the assurances can be arranged as components of a comprehensive process is provided below.

Component One:

Each handicapped and disadvantaged student who enrolls in vocational education shall receive guidance, counseling, and career development activities by professionally trained counselors who are associated with the provision of such services. (P.L. 98-524, Section 204)

The intent of this assurance is to ensure that career development activities, guidance, and counseling become an integral part of the support network provided for handicapped students enrolled in vocational programs. Counselors must now become an important part of the special needs team. The role of the team in this respect would be to:

- provide handicapped students with information about specific vocational programs and job opportunities associated with them;
- assist in placing handicapped stu-

dents in appropriate vocational programs;

- assist in developing an appropriate assessment process that will identify the support services necessary for each handicapped student to succeed in the vocational education program.

However, the theory of career development proposes that the process of providing career information to individuals is a long-term effort involving a variety of knowledge and experiences over an extended period of time. A suggested career development process is illustrated in Figure l.

If the assurance in P.L. 98-524 concerning guidance, counseling, and career development is to be effectively implemented, several stages of career development should be incorporated into the educational program at the local level for handicapped students. These stages include career awareness, career orientation, and career exploration.

Career awareness information and activities should be provided to students in the early grades (e.g., K through 3). The primary goals of career awareness should be to:

1. develop basic skills;

2. develop learner recognition of the personal and social significance of work;

3. help each learner to become aware of himself/herself as an individual and as a group member;

4. develop learner awareness of many occupations and to expand career interests;

5. improve overall learner performance by unifying and focusing basic subjects around a career development theme;

Tasks that should be accomplished with learners include:

- developing an awareness of self,
- acquiring a sense of control over one's life,
- identification with workers,
- acquiring knowledge about workers,
- acquiring interpersonal skills,
- ability to present oneself objectively,
- acquiring respect for other people and the work they do.

This is the stage where learners should begin to learn about themselves. They should begin to learn about their likes, dislikes, limitations, abilities, and needs. Occupational vocabulary should be introduced during this phase. For example, specific occupations (e.g., firefighter, librarian, doctor, teacher, pilot), occupational roles (e.g., boss, worker, principal), and occupational instruction (e.g., call, open, turn, stop, clean, build) can be introduced.

Career orientation information and activities should be provided to students following the development of a career awareness foundation (e.g., grades 4 through 6). The primary goals for career orientation should be to:

1. provide a greater exposure to all levels of occupations,

2. provide real life experiences through field trips to business and industry, and guest speakers,

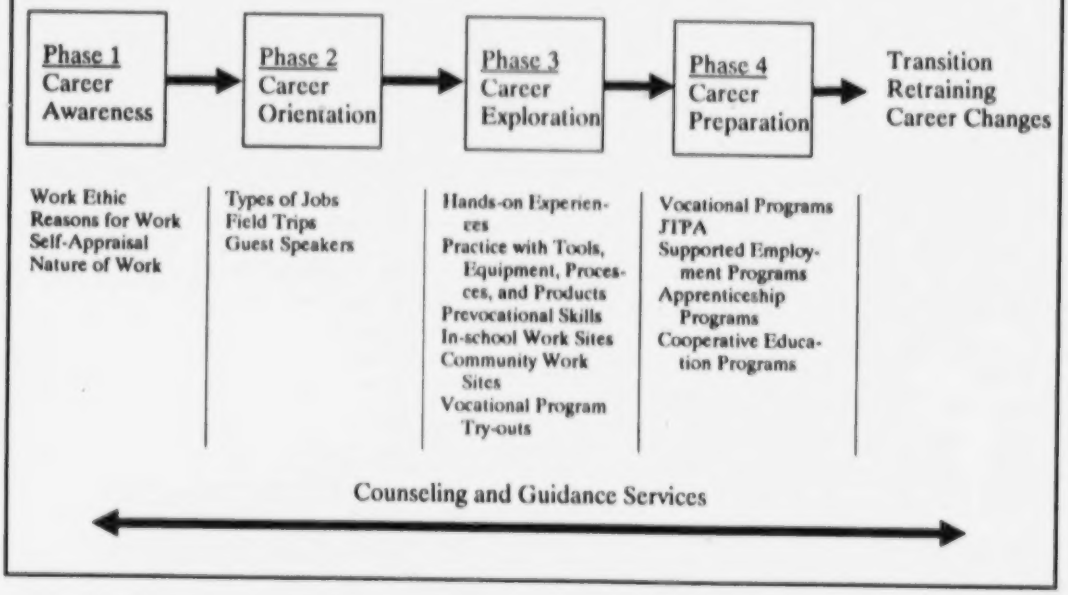
3. further develop basic skills.

Tasks that should be accomplished with learners include:

- developing a positive self-concept
- acquiring the discipline of work
- identifying the concept of work as a valued institution
- increasing knowledge about workers
- increasing interpersonal skills
- increasing ability to present oneself objectively.

Career exploration information and activities should be provided to students during the middle school/junior high school grades or during the early years of high school (e.g., 7 through 10). The primary goals for career exploration should be to:

Figure 1. **Career Development Process**



1. provide opportunities to explore the world of work with simulated and hands-on experiences;

2. provide activities involving materials, tools, processes, and personal relationships consistent with career opportunities;

3. assist individuals in establishing more realistic career goals to pursue in the career preparation phase;

4. provide experiences that provide exploration of work values and personal values in relationship to specific jobs.

Tasks that should be accomplished with learners include:

(a) clarifying self-concept;

(b) assuming responsibility for career planning;

(c) formulating tentative career goals;

(d) acquiring knowledge of occupations, work settings, and lifestyles;

(e) acquiring knowledge of educational and vocational resources;

(f) developing an awareness of the decision-making process;

(g) acquiring a sense of independence.

During the exploration stage, if not before, it is also important to help learners develop prevocational skills. Prevocational education attempts to orient students toward practical aspects of occupational training and job placement. The emphasis of prevocational instruction is in the acquisition of basic skills related to functional academics, personal/social abilities, and general work orientation. Some important prevocational skills include abilities in the following areas:

- attentiveness
- personal appearance
- perseverance
- self-initiative
- punctuality
- ability to get along with others
- exhibiting self-control

- accepting constructive criticism
- accepting and adjusting to frustrating situations
- following verbal directions
- completing assigned work
- performing tasks in a neat and orderly manner
- working unsupervised
- ability to transfer learning (applying like concepts to different situations)
- seeking assistance when necessary
- moving from one job to another
- using time wisely
- accepting authority
- attendance
- quality of work
- quantity of work
- exhibiting appropriate safety awareness and habits.

Career preparation includes a blend of the specific competencies needed for employment, basic skills, employability skills, and job-seeking and retention skills. The career preparation activities are usually provided during the high school or post high school years. Career preparation for handicapped individuals can be provided in a number of different programs, including vocational education programs, Job Training Partnership Act (JTPA) programs, apprenticeship programs, cooperative education programs, supported employment in the community, and work activity centers.

The primary goals for career preparation should be to:

1. provide every learner with specific cognitive, affective, and psychomotor skills in a selected occupational cluster or clusters in preparation for job entry and/or further education or training;

2. continue development of the learner's social and basic skills;

3. counsel in individual, small, and large group sessions extensively;

4. provide work adjustment and work experience in a variety of settings, such as vocational programs in school settings, work settings in business and industrial sites, work activity centers, and sheltered workshops;

5. provide transition services for learners who leave the educational program to enter a community and job situation or a program that provides further vocational training.

6. maintain continuous follow-up of all dropouts and graduates and use the resulting information for program revision.

Tasks that should be accomplished with learners include:

- reality testing of a self-concept
- awareness of preferred lifestyle
- reformulation of tentative career goals
- increasing knowledge of and experience in occupations and work settings
- acquiring knowledge of educational and vocational paths
- clarification of the decision-making process as related to self.

Special education personnel should become involved in providing career development information and activities to handicapped students through their curriculum. Several ways to accomplish this are:

1. to utilize occupationally oriented "hands-on" experience with handicapped students;

2. to relate academic information to the world of work that students will be entering someday;

3. to identify learning environments for career development activities in the school, home, and community;

4. to develop appropriate work habits as an integral part of the special education curricula;

5. to assist students in developing appropriate personal/social skills;

6. to promote independent living skills;

7. to introduce students to the safety habits, vocabulary/technical terms, working conditions associated with specific jobs;

8. to assist students in developing decision-making skills.

If the career development process is infused into the philosophy and curricula at the local school level, the guidance counseling and career development assurance in P.L. 98-524 will be much more realistic and easier to implement.

As the career development process progresses, handicapped students will need counseling in a number of areas, including:

- career decision-making
- employability skills
- life skills
- job-seeking and retention skills.

The counseling process should be ongoing throughout the student's educational program, as there are many different counseling needs which are experienced by handicapped students at different phases of their life.

Component Two:

Local Education Agencies have a responsibility to provide information to handicapped and disadvantaged students and (their) parents concerning the opportunities available in vocational education...one year before entering vocational education...but not later than the beginning of the 9th grade. (P.L. 98-524, Section 504).

Handicapped students and their parents will have a difficult time making decisions about the student's educational program at the high school level unless they are aware of what options they have to choose from. Therefore, the second component in the process of meeting the assurances of P.L. 98-524 should be to provide information to both students and their parents concerning the vocational education programs available at the local level, both secondary and postsecondary offerings, as well as the eligibility criteria for enrolling in these programs. This information must be provided by the beginning of the 9th grade. Specific information that would be helpful for students and parents in the decision-making and planning process for vocational education include:

1. an overview of goals and purpose of vocational education;

2. a brief description of specific vocational programs available (secondary, postsecondary);

3. eligibility criteria for specific programs;

4. admissions procedures;

5. description of the specific vocational assessment process that will be provided;

6. basic skills, knowledge, and employability skills that employers expect and how they are part of the curriculum;

7. job opportunities available upon completion of program (multiple exit points);

8. approximate amount of time the student will spend in vocational education course work;

9. special support services available;

10. local contact person.

These are a variety of methods used by local education agencies in providing this information. In a 12-state survey, Sarkees (1986) found the vehicles listed in Table 1 to be the most commonly used to comply with this assurance.

In many cases, 8th-grade special education teachers utilize the end-of-the-year IEP review meeting with the parent as an opportunity to share this information. This format, however, should presume two things. First, special education teachers, counselors, and others involved in this activity at the middle school/junior high school level must be suffi-

Table 1.

METHODS FOR PROVIDING INFORMATION

Career Day	Open House
Brochures / flyers	Vocational Teachers
Newsletter	Displays at places of public gathering
Parent letter	Sidewalk cafes
Video presentations	Telephone calls to parents
Exploratory experiences	IEP evaluations
Student assembly / flyer	Job service and employment center
Counselor meeting	Individualized transition plan

ciently knowledgeable about the goals and purpose of vocational education, the specific local program offerings, and eligibility criteria for enrolling in programs in order to communicate this to students and their parents. Second, as a part of the career development process that should be ongoing at the local level, information about specific vocational programs should be disseminated periodically throughout the student's involvement in career orientation and career exploration. If this important information is initially introduced during the IEP review meeting at the end of the 8th grade, there probably won't be enough time for parents and students to analyze it and utilize it effectively for decision-making and planning purposes.

Component Three:

Each handicapped and disadvantaged student who enrolls in vocational education shall receive an assessment of the interests, abilities, and special needs...with respect to successfully completing the vocational education program. (P.L. 98-524, Section 204)

Vocational assessment has been defined as a comprehensive student-centered process conducted over a period of time involving a multidisciplinary team approach, with the purpose of identifying individual characteristics, strengths and weaknesses, as well as education, training, and placement needs (Cobb & Mikulin, 1986). It is crucial that cooperative efforts be developed among vocational educators, special educators, guidance personnel, support and ancillary personnel, and vocational evaluators to provide appropriate comprehensive vocational assessment activities that can serve as a basis for vocational and career planning for handicapped students.

The vocational assessment process can include information relative to the following component areas of student abilities, behaviors, and preferences: (1) medical information, (2) prevocational skills, (3) independent living skills, (4) career development experiences, (5) basic skills, (6) vocational interests, (7) physical and dexterity skills, (8) learning styles/preferences, and (9) work adjustment skills (Sarkees & Scott, 1986).

A student profile should be developed using the information collected from the vocational assessment process. This profile should assist personnel to obtain a better understanding of the current functioning levels and interests of the student. This information will affect planning for the student's participation and progress in the vocational program, including specific support services that will be necessary. Figure 2 shows a representative profile that could be used to collect and organize appropriate vocational assessment information as well as a vehicle for

Figure 2.

ASSESSMENT SUMMARY AND PROGRAM PLANNING FORM

Student Name _____

Date _____

GENERAL INFORMATION

I. Expressed Vocational Interest(s) and Inventory Results:

Instrument (e.g., interest inventory, aptitude test)	Summary of Results

II. Commercial Work Sample Experiences:

Work Sample	Summary of Performance

III. Informal Work Sample Experiences:

Vocational Program Area/Job Title	Work Sample Title/Description	Summary of Performance

IV. Vocational Program Tryout Experiences:

Vocational Program	Length of Time	Tasks Completed	Summary of Performance

Figure 2. (continued)

V. Situational Assessment

Assessment Activity (Name, description)	Learner Strengths	Learner Weaknesses

VI. Student Preferred Learning Style(s) _____

VII. Academic Levels: Reading _____
Math _____
Language/Communication _____
Other _____

ANALYSIS OF INFORMATION

I. Learner Strengths or Assets _____

II. Learner Weaknesses or Deficiencies _____

III. Recommended Placement

1. Post Secondary/Community College Program (specify) _____
2. Regular vocational program with minor modifications (specify program) _____
3. Work Experience/Coop Program (specify suggested job site area) _____
4. Further vocational exploration (specify program areas) _____
5. Prevocational skills training _____
6. Community worksite/job tryout (specify) _____

IV. Vocational Program Goals (if placement is recommended)

Specific Vocational Program Objectives	Suggested Strategies for Delivering Content (Match to Learning Style & Ability Levels)	Curriculum Modification	Support Services Assistance Necessary

Additional Comments _____

planning for the student's individual needs in the vocational program.

As an example of how one state is addressing the issue of vocational assessment, the Texas Education Agency (1986) has adopted a three-level approach to assessment, depending on the needs of the individual student:

Level-I is designed to provide a summary of preexisting information about a student's abilities and level of functioning and other pertinent facts. This level of assessment requires data collection and interpretation rather than additional testing. Cumulative files and transcripts will contain much of the Level-I data.

Sources of information for Level-I assessment include:

1. Cumulative records/transcripts/ permanent records:

- achievement scores
- discipline records
- attendance records
- basic skills information
- medical/health information

2. Special education data (handicapped)

- assessment of language
- pertinent medical information
- adaptive behavior
- assessment of educational, developmental, and/or behavioral performance
- competencies related to general and vocational education programs
- specific modifications of instructional methods, or materials

3. Interviews

- informal interview with the student
- informal conference or interview with the student's parent
- teacher interview.

Level-II assessment will include the collection of data related to the individual's vocational interests and aptitudes. The objective is to collect and interpret additional information about a student's vocational interest, ability, and aptitude, including vocational awareness and work-related behaviors. Level-II assessment components may include:

1. Vocational interest assessment

- assesses a student's preferences for activities and topics
- responses are analyzed by comparing them with the responses of people in a particular occupation
- this type of test may require the student to look at slides, pictures, or it may be in a written format

2. Vocational aptitude assessment

- measure of a student's ability to profit from training or experience in an occupation or skill
- aptitude includes such things as manual dexterity, eye-hand coordination, physical strength, perceptual abilities
- aptitude tests may be paper and pencil tests or they may require performance tasks.

Level-III assessment, or comprehensive vocational evaluation, is conducted when school personnel cannot identify long-range goals or place a student in a vocational program based on the information gathered from the first two levels of assessment. Additional information is then needed to make an appropriate vocational plan or placement for the student.

Components of Level-III assessment may include:

1. Observation of exploratory experiences

- special education vocational readiness training (simulated exploratory setting)

- on-campus exploratory experience
- vocational education classes at the middle and/or junior high
- vocational education facilities at the high school

2. Work samples

- locally developed informal work samples
- formal work samples (Texas Education Agency, 1985, pp. 5-9).

Vocational assessment information should be used in a variety of ways, including:

- determining whether placement in a vocational program is appropriate for the student;
- identifying necessary support services;
- determining curriculum modification requirements (e.g., methods of instruction, adaptation of equipment and facilities, instructional materials, evaluation techniques, and extended time in the vocational program); and
- providing guidelines for guidance, counseling, and career development activities.

Component Four:

The State Board shall, with respect to...vocational education services and activities for handicapped and disadvantaged individuals, provide assurances that equal access will be provided in recruitment, enrollment, and placement activities. (P.L. 98-524, Section 204)

Once information has been provided to handicapped students and their parents relative to local vocational education opportunities, equal access must be provided to these students so that they can benefit from vocational education in the same manner that nonhandicapped students benefit from enrollment in these programs. Providing information concerning available programs without allowing students to participate in these programs is self-defeating. Therefore, handicapped students should be included in the recruitment activities that regularly occur to interest students in vocational education. This will help to promote equity and access in enrolling handicapped students in vocational programs.

After successful completion of the competencies identified in the vocational component of the IEP through enrollment in a vocational program, handicapped students should be eligible for the same job placement services that are available for nonhandicapped students. Job placement assistance is a critical element of the transition process for handicapped students and should include building a market for job placement, conducting a pre-placement program, placing students in jobs, and performing follow-up activities.

Component Five:

The State Board shall, with respect to...vocational education services and activities for handicapped and disadvantaged individuals, provide assurances that equal access will be provided to the full range of vocational programs available to nonhandicapped and nondisadvantaged individuals, including occupationally specific courses of studies, cooperative education, and apprenticeship programs. (P.L. 98-524, Section 504)

The following considerations should be addressed in providing equal access to the full range of available vocational programs for handicapped students:

1. All available vocational programs should be made accessible (e.g., agriculture education, business and office education, health occupations education, home economics education, industrial education, marketing and distributive education, and trade and industrial education).

2. All available delivery systems should be made accessible (e.g., vocational programs, cooperative education programs, and apprenticeship programs).

3. Multiple exit points should be identified for vocational programs available at the local level, as some handicapped students will be unable to complete an entire program, especially in cluster programs (e.g., in an automotive services program, the multiple exit points or job titles that might be used to set up a single-skill training program for a handicapped student through the IEP might include:

- automotive service station attendant
- automotive electrician
- air-conditioning mechanic
- carburetor mechanic
- brake repairer
- front-end mechanic
- transmission mechanic
- tune-up mechanic
- automobile mechanic helper
- automobile mechanic

Component Six:

The State Board shall, with respect to vocational education services and activities for handicapped and disadvantaged individuals, provide assurances that vocational education and activities for handicapped individuals will be provided in the least restrictive environment and will, whenever appropriate, be included as a component of the individualized education program. (P.L. 98-524, Section 204)

Handicapped students must be placed in the least restrictive environment in relationship to developing their vocational potential. A comprehensive system of vocational education delivery options should be available at the local district level in order to match the abilities, limitations, and special needs of individual students. Figure 3 illustrates a number of placement options that may be made available to handicapped students.

As handicapped students progress through the vocational placement options, their progress should be monitored continuously so that placement options can be revised as necessary.

The delivery services and the modification of vocational curricula should be determined by the development of the vocational component of the IEP. The following considerations should be addressed when developing the IEP:

1. Cooperation and sharing of information among educational personnel is essential.

2. Vocational educators should be provided with a copy of the vocational component of the IEP.

3. The vocational component should be specific enough to provide vocational instructors and support services personnel with guidelines for specific student learning preferences, suggested teaching strategies, appropriate materials, and effective evaluation techniques.

The format presented in Figure 4 is one example of an IEP that could be used as a cooperative planning tool for vocational educators, special education instructors, and support personnel.

Component Seven:

Vocational education planning for handicapped individuals will be coordinated between appropriate representatives of vocational education and special education. (P.L. 98-524, Section 204)

Vocational education personnel cannot be expected to accept the entire responsibility for planning, implementing, and evaluating appropriate vocational experiences for handicapped students. Cooperative planning is essential if necessary services are to be provided. The success of handicapped students enrolled in vocational programs depends to a great degree on the coordination between vocational education and special education personnel.

In addition to teaching vocational classes and preparing related laboratory activities,

the responsibilities of vocational instructors include:

- working with advisory committees
- planning and developing vocational program goals/philosophy
- coordinating instruction with on-the-job training stations
- updating technical skills ("keeping up with the field")
- operating and supervising vocational student organization (VSO) activities
- providing vocational guidance services
- providing placement services.

Special education teachers can be instrumental in assisting vocational educators, although they will not all have a background related to vocational education programs. However, these individuals can (1) provide prevocational and career development experiences for handicapped students, (2) ensure that appropriate vocational goals and objectives are written into the IEP, (3) arrange for vocational assessment, (4) help vocational educators implement IEP goals and objectives, (5) provide handicapped students with opportunities to learn appropriate work attitudes and behaviors, (6) provide data on academic, personal, and social skills, (7) reinforce vocational skills, (8) suggest modifications and adaptations in curriculum, instruction, materials, and equipment, and (9) reinforce math, reading, and communication skills.

Component Eight:

Each handicapped and disadvantaged student who enrolls in vocational education shall receive special services, including

- *adaptation of curriculum*
- *adaptation of instruction*
- *adaptation of equipment and facilities designed to meet their needs.*

(P.L. 98-524, Section 204)

Curriculum modification does not imply lowering program standards. If handicapped students are to be employable at the completion of their program participation in vocational education, proficiency standards must be met. Instead of lowering program standards for handicapped students, vocational educators may need to exercise flexibility in planning, implementing, and evaluating instruction. Components of curriculum modification may include:

- information concerning student learning pace
- learning styles information
- behavioral characteristics
- appropriate instructional materials and aids
- academic achievement levels
- physical needs
- equipment and facilities adaptations
- teaching strategies
- evaluation strategies.

Examples of specific curriculum modifications include the following:

1. adaptation of facilities and equipment may involve:

- modification of desks, work benches, equipment, and tools
- special lighting and sound amplification devices
- audiovisual materials and aids (cassettes, films, videotapes)
- building and classroom accessibility aids

2. adaptation of instructional materials may include:

- reading level of material
- learning style
- interest of student
- individualized instructional packages
- large print materials
- simplified instruction guides and manuals

- printed rather than verbal instructions.

3. adaptation of scheduling may involve:

- longer total time for course completion
- programs conducted in cooperation with business and industry
- peer instruction
- mini-courses of single-skill development

4. adaptation of teaching techniques may include:

- open entry/open exit programs
- individualized instruction and programmed learning materials
- visuals and audiovisual materials
- concise, clear, easy to understand, and specific instructions
- well illustrated, simple-to-follow procedures
- use of hands-on instruction and projects
- use of tutors, paraprofessionals, teacher aides, and volunteers.

Component Nine:

Each handicapped and disadvantaged student who enrolls in vocational education shall receive counseling services designed to facilitate the transition from school to postschool employment and career opportunities. (P.L. 98-524. Section 204)

Wehman (1986) states that facilitating transition from school to the work place requires movement through the following stages: (a) school instruction, (b) planning for the transition process, and (c) placement

Figure 3.

Handicapped learners: According to the nature and severity of their handicapping conditions and their specific abilities and needs, learners can be placed in one of the following delivery options. Changes in program placement can be made as the learner is continuously assessed.

Regular Vocational Education Program	Adapted Vocational Education Program	Special Vocational Education Program	Individual Vocational Training Program	Prevocational Evaluation Program
Full-time participation in regular vocational education program with slight modifications and/or resources. Examples: Social Work, Vocational counseling, Speech therapy, Minor architectural changes.	Participation in regular vocational education program with specific adaptations in the program curriculum, teaching techniques, and/or instructional materials. Examples: Resource room assistance Specific curriculum modifications Materials written at lower reading level.	Participation in a self-contained special classroom vocational program. Example: Development of appropriate prerequisite entry-level skills necessary for entry into the labor market.	Participation in programs which are individually prescribed to meet the specific training needs of each learner in an attempt to develop appropriate prerequisite skills for a specific job. Examples: Work-study programs On-the-job training situations	Participation in activities which result in a comprehensive prevocational assessment and subsequent placement in appropriate employment or training situations. Examples: Rehabilitation sponsored facilities Work activity centers Sheltered workshops

Figure 4. Example of an IEP that could be used as a cooperative planning tool for vocational educators, special education instructors, and support personnel.

Student Name: Michelle Moore
Date IEP was written: June 5, 1985
HEP Coordinator: Mr. Roberts

Program(s): Learning Disability, Auto Body Repair
Annual Goal(s): Identify, Remove & Replace Auto body & frame Components Review Date(s): 6/3/86
Quarter/Semester Goal(s): Review Date4(s): 1/8/86
Instructional Task(s): Selected tasks listed in curriculum guide for body and frame component replacement

Short-Term Instructional Objectives	Instructional Strategies, Methods & Materials	Evaluation of Instructional Objectives: Performance Criteria	Tests/Evaluation Proceedings	Evaluation Date/Results M = Mastery I = Incomplete
1. Demonstrate an understanding of auto body structures and auto body safety procedures	Read textbook assignments. Observe demonstrations. Observe filmstrip (Bergwall, "Safety in the Auto Shop"). Identify different metal configurations and frame construction on a car.	Must describe metal configurations and their purpose. Must explain frame shapes and their construction. Must explain low center of gravity. (All explanations w/ 70% accuracy. Must score 100% on safety test.)	Written or oral tests on metal configuration and frame shapes. Written or oral safety test worksheet assignments.	Oct. 28, 1985-M
2. Name the parts of a vehicle and describe their functions.	Read textbook assignments. Observe demonstration on body parts and panels. Complete worksheet activities.	Must explain inner construction differences between separate frame and body and unitized MacPherson strut system at 70% accuracy. Must identify parts at 90% accuracy.	Identification test on actual car. Oral quiz on body and frame component functions. Worksheet assignments.	Nov. 11, 1985-M
3. Remove, replace, and align front or read doors.	Read textbook assignments. Observe demonstration on door removal and replacement. Observe Prentice-Hall, "Auto Body Repair: Metal Work" (Filmstrip #5). Practice door removal and replacement.	Must follow correct procedures at 90% accuracy without missing any safety step. Door must align with more than 1/4" gap on all sides and be flush with the body.	Observation of actual performance using checklist for this task. Oral quiz. Worksheet assignments.	
4. Remove and replace grills & gravel deflectors.	Read textbook assignments. Observe demonstration on wire connections and grill replacement. Observe filmstrip #1 (Bergwall, "Auto Body Tools Explained.")	Must follow correct procedures at 90% accuracy without missing a safety step. Finished product muist be correctly aligned and free from scratches.	Observation of actual performance using a checklist for this task. Oral quiz on procedures. Worksheet assignment.	

into meaningful employment. He defines transition as:

Vocational transition is a carefully planned process which may be initiated either by school personnel or adult service providers to establish and implement a plan for either employment or additional vocational training of a handicapped student who will graduate or leave school in 3 to 5 years; such a process must involve special educators, vocational educators, parents, and/or the student, and adult service system representatives, or possibly an employer. (pp. 27-28)

Transition options for handicapped students who leave secondary schools may include:

- postsecondary vocational education programs
- job placement in the community
- on-the-job training
- supported employment in the community
- participation in a Job Training Partnership Act (JTPA) program.

Counseling services to assist handicapped students in making the transition from school to postschool opportunities may include:

- information about available transition options
- referral information for support services available in the community
- sharing information with other agencies that can assist the individual in making the transition
- job seeking and retention skills
- independent living skills
- job placement assistance.

There are a variety of techniques that are particularly suited to enhancing successful transition for handicapped students. Repetto (1985) suggests the following strategies:

1. incorporate workbooks and instructional materials dealing specifically with employability skills into curricula;

2. design instructional activities that help students to develop and refine interpersonal relationship skills that can be used in family, community, and employment settings;

3. design projects that enable students to plan their work, use academic skills to solve problems, and apply self-evaluation skills to their work;

4. develop and maintain a transition and placement file for each student, which would include a list of specific competencies the student has developed in the vocational program;

5. develop instructional units containing information about school and community resources that could be used to help students prepare for and obtain employment;

6. incorporate information about postsecondary training opportunities and schedule visits to these institutions;

7. develop training stations in the community where students can participate in cooperative work-study experiences or in work exploration. (pp. 398-399)

Conclusion

The Carl D. Perkins Act provides educators with a great challenge. The mandates in this legislation are far-reaching and provide assurances of equity and access to vocational education for handicapped students. It will be difficult, if not impossible, for one person to meet all of the requirements of P.L. 98-524 alone.

Success in implementing the assurances in this Act will require a cooperative effort at the local district level involving administrators, guidance counselors, special educators, vocational educators, and support personnel. This team should become familiar with the provisions for handicapped students in P.L. 98-524, incorporate the assurances into a comprehensive process to serve handicapped students in vocational education, identify existing services and

resources, and plan for necessary services which are not currently available.

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What is Transitional Programming?

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Introduction

School systems are graduating special needs students who are unable to secure or keep jobs commensurate with their potential employment skills (Hasazi, Gordon, & Roe, 1985). Many professionals agree that the key ingredient missing from most schools is an organized effort to provide support to special needs students that will assure them the opportunity to participate in the job market. In short, if schools expect their graduates to successfully make the transition from school to work, they must include a transition process in the curriculum. It is not sufficient to simply hope that the graduates will do well after graduation.

Using the work of Paul Wehman, Professor in Special Education and Director of the Rehabilitation Research and Training Center at Virginia Commonwealth University, James Brown, Associate Professor in Vocational and Technical Education and Director of Special Needs Research Projects in the Minnesota Research and Development Center at the University of Minnesota, and Madeleine Will, Assistant Secretary for the Office of Special Education and Rehabilitative Services, this article will describe what is involved in transitional programming and how it enhances students' success after graduation.

What is Transition?

Wehman (1984) states that transition is a "carefully planned process" that includes members of multiple disciplines and delivery systems to establish employment or additional training. Brown (1985) writes that "transition models should be conceptual representatives of systems that enhance the educational and employment potential of individual learners by guiding efforts to maximize: (a) the performance of learners, (b) the appropriateness of the content and performance standards of educational programs, and/or (c) the teaching/learning environment" (p. 46). Will (1984) defines transition as "an outcome-oriented process encompassing a broad array of services and experiences that lead to employment" (p.6).

Who Needs It?

Wehman (1984) states that his model is for all handicapped students. Brown (1985) specifies all students, handicapped and non-handicapped, should be eligible for transition services. Will (1984) includes all individuals with disabilities.

There is not a consensus among the authors as to who is in need of transition services. It appears that all three authors, with the possible exception of Wehman, intend that services be made available to as broad a range of people as possible until such time as it is apparent they no longer need services.

When Should it Start?

Will and Wehman agree that services should begin in the early years of high school. Wehman stresses the transition process should begin well before the students reach 21 years of age. It is not something that begins in the senior year. Brown takes a different approach. He notes in his study, "It was unexpectedly found that over 80% of the students in the project's field-study sites were entering postsecondary vocational programs from sources other than secondary schools..."

(p. 45). Consequently, his model does not advocate a set beginning time. He favors evaluating students in their current educational environment, identifying their support needs, and then beginning appropriate services.

How Long Should it Last?

Will indicates services should continue through the initial years of employment for some, with indefinite ongoing services for others. Wehman also advocates individualizing the length of time students continue to receive services. He points out some will only need help in job seeking and work adjustment skills, while others will need ongoing support. Brown states services should continue "until student completes a program, drops out, or is dropped from the school" (p. 50).

What Services Should Be Included?

Schools must move away from programs that state, in vague terms, general outcomes for students. Edgar (1985) states that "Standard lines such as '(vocational) education attempts to assist each disabled child to achieve his potential' and 'We aim to make every handicapped person, regardless of severity of the disability, a taxpaying member of society,' no longer satisfy" (p. 470). Vocational education and special education must establish where they are going with their handicapped students and then get an outcome-oriented process in place.

Wehman (1984) states that the first step in a successful transition program is an appropriate secondary program. His critical components of a secondary program are functional curriculum, integrated school services, and a community-based service delivery system. He explains functional curriculum as curriculum that is taken from the community. Schools should continuously assess community employment and identify specific skills needed to perform successfully in these settings. These skills then become the foundation of the vocational curriculum. Integrated school services involve teaching skills in their natural work settings as much as possible. This exposure will not only give the students a realistic view of the work setting, it will also expose future employers and co-workers to the potential of special needs students. Community-based instruction gives the students the opportunity to practice the skills they have learned in the natural work setting in a real situation. This job tryout situation will provide information about the effectiveness of the previous instruction and what remedial work still needs to be done. Wehman stresses these skills and work exposure should follow a carefully thought through written plan that guides all the vocational experiences to which students are exposed. This plan would provide a sequence from training, to job placement, and monitoring.

Brown's model follows a similar format of assessment, planning, implementation, and evaluation. He advocates giving the student support and skills that will allow them to take full advantage of the training available in the particular program in which they are participating. Brown uses Krantz's (1981) "3 Cs" (*correction, circumvention, and compensation*), in his model.

"With correction strategies, the disability or constraint in the environment would be diminished or eliminated so the person/environment interaction could be more successful. For example, a correction strategy might be the provision of remedial reading services" (p. 49). Circumvention involves finding an alternate strategy when the original strategy proves to be beyond the reach of the student. Compensation "enhances strengths or assets so the match between the person and the environment is more acceptable (e.g., the use of prosthetic devices in employment settings)" (p. 50).

Will, like Wehman, stresses the importance of the secondary schools in providing an appropriate, integrated, community-based education. Will offers a basic structure for al-

lowing for differences in the amount of intervention students will need to successfully make the transition from school to work. She proposes three "bridges" from high school to employment. The first bridge is transition without special services. This bridge is for students with disabilities that are not so severe that they require any extra structure in making a successful transition. "This is not to say special accommodations for the needs of persons with disabilities are not made, but in this pathway these accommodations are incorporated within generic services" (p. 13). The second bridge would provide services for a limited time. This bridge would accommodate students who need some help initially in finding and adjusting to a job, but are capable of sustaining their jobs without further help. The third bridge consists of services that are continuous. This bridge would serve students who are capable of doing productive work but need ongoing support in order to do so.

The following components emerge as suggestions for what should be delivered in a transition model: (a) assessment of both student skills and skills needed in the local labor market; (b) a written plan for each student that would assure him/her employment or further training; (c) specific support in dealing with handicap; (d) training in natural work settings; (e) opportunity to practice skills in real work situations; and (f) provisions for continued support, if needed.

Who Should Be Involved?

Wehman states that special educators, vocational educators, parents and/or students, adult service system representative, and possibly an employer should be involved in the transition plan and process. While Brown does not give specific suggestions as to who should be included, he does stress that the process "should transcend disciplines, agencies, and institutional boundaries..." (p. 44). Will perhaps sums it up best in her discussion of who should be involved in the transition process by simply stating, "There is a nearly infinite set of services and experiences that could lead successfully from school to work for some individuals" (p. 11).

Who Should Initiate Services?

Neither Wehman nor Will specify a particular agency to take the responsibility for transition of special needs students from school to work. Wehman states either school personnel or adult service providers could take the responsibility. Will does not address this issue. Brown indicates that postsecondary services should take the lead in other areas of transition; consequently, it would be a reasonable assumption that he would give the responsibility of initiating services to postsecondary services. The fact that he calls for a "transition manager" at the postsecondary level and a transitional "contact person" at the secondary level is further grounds for such an assumption.

How Would This Help?

Assuming a school takes the responsibility for incorporating a transition plan following the general concepts and suggestions made by Wehmen, Brown, and Will, how would it compare to a program that has not included transition principles? The chart that follows is a direct comparison of a program with a transition component and one without.

It is possible for a school to offer some elements of transition without formally making the commitment to the entire transition process. This can result in programs that provide good training that is not pulled together in such a manner that it is put to use in the community.

School With Transition Plan	School With No Transition Plan
A. Specific department/teacher is responsible for seeing to it each student has a transition plan and that it is being properly carried out.	A. No department/teacher is held responsible for developing post-graduation plans.
B. Parents, students, special and vocational education teachers, postsecondary agency representatives, selected employers participate in writing vocational goals for students following graduation.	B. Students, parents, special and vocational education teachers write vocational goals that end at the point of graduation.
C. Each teacher working with special needs students understands their responsibility toward making each transition plan a success.	C. Teachers' understanding of students' goals is limited to individual course goals.
D. Students are taught skills that are relevant to local employment needs, in the natural work setting, with the opportunity to practice those skills in a real job setting.	D. Students are taught general job skills in a classroom.
E. Students are followed-up, with curriculum changes being made when indicated.	E. Students are not followed-up. The curriculum is not responsive to the success or failure of students.
F. School has cooperative agreements with postsecondary agencies, and employers that assure students an opportunity to succeed after graduation.	F. School graduates students, after which they are on their own.

Summary

The goal of vocational secondary transitional programming for special needs students is employment or enrollment in programs that will provide further training. The transition plan should be written early in the high school years and encompass a time span that ensures the transition process is complete. Schools can provide this ongoing support by entering into cooperative agreements with postsecondary agencies and by involving parents in all phases of the process. Training should be specific to targeted employment goals. Multiple training paths and outcomes must be identified to allow for varying degrees of student's needs and ambitions.

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Considerations for Developing and Implementing Transition Programs

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Introduction

National attention, research, and literature have been devoted to the educational priority of the 80s--transition from school to work. Progress, however slow to emerge, is being noted where previously there was little hope or evidence of success. Various models have been developed to assist educators in conceptualizing the transition process and developing resource materials to assist in the training of professionals in transition. Yet parents of handicapped youth are still skeptical and waiting to see the actual implementation and reality of transition from school to work.

How is the concept and implementation of transition from school to work for young handicapped adults being determined? The realization of transition comes when a young handicapped adult actually exits in an educational program and is placed on a job. When this situation occurs, parents, the handicapped students, and educators alike renew their belief that transition from school to work is not just a concept but it is a reality. Teachers and other professionals working alone and/or with assistance and cooperation from parents are cognizant that the moment of actual placement on the job usually occurs after various transition services have been rendered on behalf of the young handicapped adult. All parties involved should clearly understand that placement on the job is not the end of the transition process; it is long-term employment that truly determines if transition is successful. However, one of the first objectives is finding employment. Getting to that particular moment in time is not an easy process; to the contrary...it is a very time-consuming and often a frustrating process for all involved. Yet, each placement brings transition closer to reality for all handicapped adults who are exiting the educational system today.

Professionals (administrators, teachers, counselors, resource personnel, social workers, agency representatives), parents, and handicapped adults all have major roles to play in the transition process and particularly in the activity of finding employment. When each of the three groups (professionals, parents, and handicapped adults) understands their roles and works in unison toward the same goal, success is eminent.

Transition programs require planning efforts by state and local educational agencies whose personnel have not been involved in transition activities previously. However, many states have had some type of transition activities in operation for a number of years. Unfortunately, some state and local educational agencies did not understand the concept of transition from school to work, and consequently they have not built an organized and systematic transition program from which all handicapped students can benefit. Typical transition services which have been provided to some handicapped students as they exited the traditional educational program were: job placement, minimal follow-up services, and limited counseling. Public school systems have utilized the local Vocational Rehabilitation office to a certain extent for students they felt required rehabilitation services. Other than these few examples of transition services offered by educational agencies, little else was done for the handicapped student exiting the educa-

tional program. It was the exception rather than the rule if the student had a long-range transition plan which was well thought out and implemented.

Who should take the responsibility to see that transition services are available for handicapped students? Where could educators, parents, and students go to receive valuable information and assistance in planning their transition from school to work? Until recently, little has been known by educators about the variety of adult service providers, agencies, institutions, organizations, and transition services which already exist. The level of awareness of transition services has been extremely low. The Office of Special Education and Rehabilitation Services (OSERS) made transition a national priority and the Office of Vocational and Adult Education (OVAE) through the Carl D. Perkins Act, P.L. 98-524, together have created a national campaign to provide transition from school to work for special education students. Awareness about P.L. 98-524 varies at this point in time. Educators who are at least aware of the Carl D. Perkins Vocational Education Act are still, in some cases, unaware of the direct mandates to provide the following:

1. equal access in recruitment, enrollment, and placement activities;

2. equal access to the full-range of vocational education programs available to nonhandicapped and nondisadvantaged individuals;

3. assessment of individual interests, abilities, and special needs with respect to successful completion of the vocational education program;

4. special services, including adaptation of curriculum, instruction, equipment, and facilities designed to meet the special needs of these individuals;

5. guidance, counseling, and career development activities conducted by professionally trained counselors; and

6. counseling services designed to facilitate the transition from school to employment or career opportunities (Section 204).

The opposite is true for vocational educators as well. Even though they have an awareness that there is the Education for All Handicapped Children Act, P.L. 94-142, which mandates that handicapped students have a right to a free and appropriate education in the least restrictive environment and that the individual handicapped student is required by law to have an individualized education plan (IEP), there is little understanding in the broad implications which that law has for the vocational classroom. Awareness, however, has increased over the past decade since P.L. 94-142 was passed, and there has definitely been improvement. In contrast, less time has passed and the Carl D. Perkins Act, P.L. 94-142, is still in the awareness stage. It will be some time before educators become more familiar with the law and begin to improve the service which P.L. 98-524 mandates, rather than simply meeting the mandates minimally. Transition from school to work as a concept is also still in the awareness stage to some extent. Educators, parents, students, and other related agency personnel are still struggling with the "right" way to provide transition services and, in some cases, are still asking the question, "What are transition services?" Exiting the educational program is being seen in a different light and is taking on a new meaning for educators. Many questions remain to be answered. This paper will address some of the most frequently asked questions by state and local educational agencies whose personnel are struggling to develop and/or improve an organized, systematic approach to providing transition from school to work.

Who Should Take the Leadership Role in Transition?

The state educational agency (SEA) must take a leadership role in defining transition and outlining the issues which will most likely present difficulties for local educational agen-

cies (LEA) when designing and developing transition programs at the local level. How can this be done? Some states have approached the transition effort in various ways. One approach is to appoint a Transition Task Force which has representatives from the various groups that provide direct services to the handicapped in the area of transition. For example, a Transition Task Force may include representatives from the following:

- Special Education
- Vocational Education
- Vocational Rehabilitation
- Developmental Disabilities
- Mental Health
- Employment & Training
- Family Services
- Adult Service Providers
- Institutions of Higher Education.

Representatives from these areas and others as well comprise a committee which examines the approach, the definition, and the philosophy that guides the support services which are an integral part of transition. State education agencies should also focus each division to determine its funding priorities for transition activities.

States which have taken their leadership role seriously have in some cases passed a state law which underscores the importance and the direction which transition is to take in their particular state. Other states have set aside discretionary funds for local education agencies which will develop a transition program and undertake transition activities in their district. Discretionary funds are being used to encourage several adjoining school districts to form a consortium and provide transition services on a regional basis. Some state educational agencies have also responded to the national initiative by providing training within their state to educators, adult service providers, and parents on the topic of transition. Still other state educational agencies have developed cooperative relationships with institutions of higher education and contracted with them to develop transition training materials and to conduct in-service, conferences, and provide technical assistance to local educational agencies needing assistance in developing and implementing transition programs.

Local educational agencies begin developing transition programs at various stages, due in part to the fact that there is a variation in the amount of programming for handicapped students available already within the district at the time planning for transition begins. If a district has only been meeting the "letter" of the law and is in minimal compliance, then obviously they will have farther to go and will need more guidance and time to set transition services into place. If a district, on the other hand, has an aggressive policy and strong commitment to serving handicapped and other special needs students which fulfills the spirit of the law, rather than the letter of the law, they are more likely to provide transition services and to have a systematic approach to transition. A local educational agency which has innovative leaders is likely to implement activities similar to the following:

1. teach functional curriculum for special education students (i.e., Life Centered Career Education, Independent Living Skills, Prevocational Skills, Competency-based Vocational Education, etc.);

2. develop interagency agreements and strong collaborative efforts with other related agencies and adult service providers;

3. provide counseling and assessment services to assist handicapped students in decision-making, career development, and vocational training;

4. provide transition information for parents and/or guardians of students preparing to exit the educational system;

5. provide placement and follow-up services as the student exits the educational system;

6. provide support and advocacy services for the student and the family during the transition period;

7. assist in application for vocational rehabilitation services to determine if the individual is eligible;

8. determine the transition services needed by the individual;

9. develop and share a transition plan (formal or informal) for the student and the family to focus their efforts in the transition process;

10. refer individual and their family to other appropriate and related organizations and agencies.

Local education agencies involved in developing and implementing a transition program will obviously need to determine goals, objectives, timelines, resources, personnel assignments, and coordination of services prior to being able to provide direct transition services. Once these efforts have been established and guidelines determined, then they can consider the other transition issues, such as:

- income support,
- residential placement,
- transportation,
- medical and long-term care, and
- insurance.

As each handicapped student exits the educational system, other numerous transition issues will arise. Certainly each new issue which arises will require new information to be collected. Eventually a large knowledge base will become available to educators. Software has already been developed and is currently in place and functioning to assist local educational agencies to store all available data and transition information, so that when a student's transition needs are determined, there is a knowledge base of information available to assist educators in planning and implementing transition services.

What Can Educators Do To Implement Transition?

Sarkees and Scott (1985) state that implementing the concept of transition will require a deep commitment and a sustained effort on the part of all parties involved in the transition process. They believe that working linkages among parents, educators, and various community agencies need to be established to ensure the availability of a continuum of services to all young disabled adults. They identify the vocational instructor as the key individual in making transition happen and emphasize job placement and sustained employment. They believe placement and follow-up services are critical elements of transition.

Finding employment is not just a "few phone calls" process. It requires imagination, creativity, and serious consideration at various options beyond the traditional and often obvious ones. It may require investigation and learning a new information base on the part of educators. Educators may not be familiar with all of the placement options which exist, so Sarkees and Scott (1985) identified a list of placement options for educators:

(1) *Rehabilitation-sponsored Centers*--The major purpose of these centers is to provide diagnostic vocational evaluation and training; they "may become" in some instances a type of terminal placement for severely handicapped.

(a) Work activity centers provide sequenced work activities and personal-social activities designed to help trainees improve their everyday living skills.

(b) Work adjustment centers provide prevocational skills as well as training in work adjustment.

(c) Transition centers develop job skills and use actual work experiences by contracting with local business and industry.

(2) *On-the-Job Training Programs with Support*--The major purpose of OJT programs is to provide specific job prepara-

tion. Vocational Rehabilitation and the Job Training and Partnership Act (JTPA) fund agencies to support this type of placement.

(3) *School System Jobs*--The major purpose of this placement option is to provide additional training through actual job experience. Examples of occupational areas in which students could be placed within the school system are (a) custodial helper, (b) landscape helper, (c) food service helper, (d) bus maintenance/mechanic's helper, and (e) clerical helper.

(4) *Work-Study Programs*--The major purpose of these programs is to obtain actual job experience while continuing an educational program through cooperative vocational education or work-study programs.

(5) *Part-time Jobs*--The major purpose of this placement option is to assist trainees with part-time employment until full-time employment can be secured or to assist trainees develop stamina for full-time employment.

(6) *Full-time Jobs*--The most desired type of placement is full-time competitive employment that is in line with an individual's interests and capabilities. It provides an opportunity to earn a living wage, job satisfaction, and an opportunity to advance.

(7) *Postsecondary Education*--The major purpose of postsecondary education for prospective job seekers is to obtain higher levels of education and training to secure employment (pp. 403-404).

Obviously, placement is a more successful process when it is a team effort. Sarkees and Scott believe that the entire school staff, supplemented with outside assistance from agencies and organizations such as employment services, vocational rehabilitation agencies, local vocational advisory committees, and other advocacy groups are an essential part of the team effort to the individual who is in need of education and support services necessary to enter employment (p. 404). Leadership within the team is key to the placement process and certainly necessary to keep the search for appropriate placement in operation.

Educators themselves need to look at every possible placement option and not limit their student who is about to exit the educational program because they do not "think" the student can succeed in a particular job. Although educators have the best of intentions, previous experience may result in tunnel vision for another student who has the same handicapping condition. How tragic it is when the helping profession itself becomes a barrier in the placement process rather than the facilitator it is supposed to be.

Harrington (1982) stated that many practitioners currently working with special needs students (handicapped and disadvantaged) lack a background in vocational development theory. He believes that a professional's failure to use systematic theoretical approaches to career planning can severely impact upon their client's personal development. If an individual's career concepts do not mature, it can affect their self-concept, future career position, and eventual economic status. He emphasizes full individual participation in goal-setting, and emphasis upon self-direction reduces dependency, increases self-responsibility, and minimizes possible underutilization of talents (p. 3).

Okun (1982) states that the development of communication skills is a vital aspect of the vocational planning process. If communication skills are necessary for successful interpersonal relations and employment interviews, then the implementation aspect of the vocational planning process must focus on the teaching of these skills (p. 217). She refers to professionals working with individuals in developing communication skills as helpers. She defines helpers as counselors, teachers, social workers, nurses, parents, and others. She believes that helpers must teach communication skills for various reasons, but specifically to teach helpers to apply effective communication skills to the job interview situation (p. 217). She includes the following communication skills as critical to transition: (1) self-awareness, (2) honesty, (3) congruency, (4) knowledge, and (5) communication.

Rizzo (1982) believes that families with a handicapped member have problems associated with life transitions which are often intensified and complicated due to the unfolding of the family life cycle. He stated that the one critical stage in family life cycle is the launching of its dependent members toward autonomous functioning outside the family which typically means competitive employment. The launching is not a discrete event, he contends, but demands an extended educational process that culminates initially in competency for an entry-level position in a crowded job market (p. 243). His point is that the practitioner needs to plan and conduct intervention strategies with families with a handicapped member on the problem of vocational decision-making.

Rizzo (1982) also suggests some practical strategies for assisting the family unit to negotiate through the transition crises. For example, he suggests that the professional select the social unit to change as a means of solving the problem of career decision. The professional might choose to work with the individual, the parents, the entire family unit, or a larger social system like the school or community, or some combination of these units. Another suggestion Rizzo makes to professionals is to concentrate deliberately and exclusively on the solution of the presenting problem, i.e., if social isolation in school is the problem, it could interrupt vocational preparation. Therefore, professionals should concentrate on a workable solution to the specific problem at hand.

Kiernan and Stark (1986) take a different perspective. They believe that success is not measured by job placement, but rather by the effects of moving the individual into employment status. Employment status is viewed as a series of jobs, acknowledging job turnover not always as a failure but in many cases as a sign of occupational growth and development. They consider employment to be comprised of multiple jobs, each leading successively to a more desirable outcome or environment for that individual. Success in this type of design is not job placement but rather a measure of earnings in relationship to the level of financial independence realized by the individual. The focus is on an expansion of environments in which outcomes may occur, new environments and new methods in which developmentally disabled adults may attain or be maintained in employment...thus be an asset to society rather than an economic liability (p. 105). Certainly, this approach to transition, placement, and employment is more credible with individuals with more severe disabilities. Professionals' attitudes and understanding of this approach will change, or at least adapt, some of their strategies in implementing transition and making employment a reality. The point then is that the adults with developmental disabilities, their family, friends, and program personnel must receive the message that the adult status must be granted if adult behaviors are expected and the use of a set of choices allows for a more diversified response to the developmentally disabled population (p. 111).

Bellamy, Rose, Wilson, and Clark (1982) wrote that in extending vocational services to individuals with severe handicaps, schools have relied upon many of the same preparation strategies that have been used with other student groups, yet it appears inadequate to prepare them for paid employment. They believe that training and the experience of performing competently in a specific job selected on the basis of predicted job possibilities in the community will provide a more solid foundation for all subsequent vocational services. They also believe that specific job training should begin early in junior high school or high school, and students should be taught in context of specific job training and work experience (pp. 151-152). Professionals should provide direct teaching of work and work-support behaviors needed in local employment. It increases the amount of time spent by schools in specific job preparation, thereby reducing students' dependence on adult services where vocational services may or may not be available (p. 152).

What is the Responsibility of the Student in Transition?

The most important person in the transition process is the handicapped student whose self-esteem and future are on the line. Professionals in the helping and educational system are critical to transition from school to work, there is no doubt, and their dedication and commitment to the process are key factors in successful transition. Yet at times professionals, families, and even the young handicapped adults forget they are the ones who can make the difference between successful or unsuccessful transition. All adults at some point in time need to remind themselves they must take charge of their own life.

The Center for Independent Living (CIL) in Berkeley, California, believes that today's handicapped youth play an important role in the future of the movement to secure equal rights for all disabled people. CIL developed a guide in 1981 to assist teens in achieving fuller participation in the mainstream of community life. They stress these major points in their program for teens:

(1) Communication opens the door to understanding, particularly between parents and teenagers;
(2) Don't keep questions to yourself;
(3) Learn to do more for yourself;
(4) Look for creative solutions to problems;
(5) Ask for help;
(6) Careful planning pays off;
(7) Be open to new experiences;
(8) School is important;
(9) Get beyond the disability;
(10) Participation is important;
(11) It helps to be open;
(12) Think carefully about choosing a career; and
(13) Making your own choices and decisions is a big part of independence.

Minor (1984) compiled a guide for handicapped persons trying to find a job. She listed resource materials centered around job search techniques most appropriate for handicapped adults who are seeking employment. She suggested the following job search techniques as critical:

(1) Keep a good attitude toward work; it is important when seeking a job;
(2) Be determined to "get a job;"
(3) Write a resume that sparks an employer's interest;
(4) Appearance counts when presenting yourself to a prospective employer; it tells them a great deal about you and your capabilities;
(5) Interviews are where jobs are won or lost; they start the minute you walk in the door;
(6) Select a career with information and careful deliberation about your strengths, interests, limitations, and dislikes;
(7) Consider self-employment;
(8) Get down to business; employers want to survive in business, make a profit, serve the public, and hire the best possible person to help solve the company's or the agency's problem;
(9) Counselors, teachers, parents, and friends can help; and
(10) Learn job hunting skills to assist in the job search.

Professionals can assist young adults with finding work by assisting them in job search techniques. The Job Club, developed by behavioral psychologist Nathan Azrin and colleagues, employs a consistent job-finding model based on behavior theory principles. It combines instruction and positive reinforcement. Counselors and advanced job seekers model effective job-seeking behaviors through use of standardized scripts and samples. Lecturing is minimal. The Job Club considers strategies to supplement skill development in such traditional areas as resume preparation, interview techniques, appropriate dress, letter writing, and application completion very important (p. 2).

Robinson and Dimond (1983) are proponents of the self-directed job search. They believe, however, that it is more effective with some people than with others. They wrote that four factors basically determine success in obtaining a specific job. These questions relate directly to the four factors:

(1) Does the job seeker want the job? (goal setting)

(2) Can the job seeker do the job? (evaluation of skills)

(3) Does the job seeker *believe* he/she can do the job? (confidence and self-esteem)

(4) Does the potential employer think the job seeker can do the job? (self-marketing).

Self-directed job search techniques provide a good basis for building self-esteem and communication skills, which are critical skills in the transition process. Professionals and parents are jointly responsible with the handicapped adult to seek, secure, and assist the employee in maintaining employment. There are many elements involved in successful transition from school to work, and yet finding work is the critical task in successful transition. Without work, independence and autonomy of a handicapped adult will always be somewhat circumscribed.

While employment is improving for young handicapped adults since the emphasis on transition has come about, finding employment can be difficult for many reasons. This search can be thwarted with frustration and disappointment. There are various obstacles to employment which remain to be overcome. Sarkees and Scott (1985) identified the following as barriers to employment:

(1) *Barriers among handicapped persons*--A negative attitude or low self-esteem can create problems in job interviews or developing positive interpersonal relationships on the job. In addition, handicapped individuals may have inadequate preparation for the job interview, poor grooming habits, and/or a lack of understanding of resources available to them.

(2) *Barriers in the helping system*--A helping system that is made up of various agencies and groups sometimes creates its own barriers by duplicating services, lack of interagency communication, cooperation collaboration, and a lack of trained personnel to make the helping system work effectively.

(3) *Barriers within society*--Problems with architectural and physical accessibility have improved, but many still exist and limit the number of options. A lack of informed employer attitudes or commonly held misconceptions perpetuate an attitudinal barrier (pp. 401-402).

Hasazi, Gordon, and Roe (1985) found that location was a significant factor in determining employment status. Urban areas have a greater employment rate for the handicapped, as might be expected. Other findings indicated students from a resource room placement were more likely to be employed after high school than those from special classes (p. 6). While the researchers believed this could be due to a generally higher level of functioning in a resource room, they had to question the interaction of other variables as well. Vocational experience, such as summer jobs, part-time jobs, and participation in vocational classes during high school, were all found to be significantly linked to employment after high school. They concluded that handicapped high school students need as many opportunities as possible to learn about work conditions associated with paying jobs. They also suggested that high school special educators consider a stronger emphasis on placement of handicapped students in competitive employment positions while still in high school (p.6).

What Can Parents Do To Help Their Children Find Work?

Parents play a significant role in the transition and placement process of their children. Research has shown that the family and friends' network is a major factor in helping the handicapped find employment. Hasazi et al. (1985), for example, found that 84% of the individuals in their Vermont study reported having found employment through the "self-family-friend network" (p. 7).

Parents have specific roles as they prepare their children for transition from school to work. They need skills and infor-

mation to fulfill their roles in the transition process. Educators and professionals need to provide training for parents as they prepare to take on these new roles. The Parent Educational Advocacy Training Center provides training to assist parents in the long-range planning of their child's transition from school to work. They designed a 15-hour course specifically to do just that and it is called "NEXT STEPS: Planning for Employment."

In the "NEXT STEPS" Program, there are seven roles which parents are encouraged to explore the following:

(1) *Parents as Advocates for Career Education in the School Program*--Parents learn the four stages of career education. Their awareness will assist them in developing their child's IEP. It will inform them about functional curriculum and community-based career education. They can become influential in bringing career education to their children and into the school system.

(2) *Parents as Providers of Unique Information*--Parents know many things about their children that are never reflected in school or agency records. They have by necessity found many practical detours around roadblocks to achievement.

(3) *Parents as Role Models*--Parents communicate both spoken and unspoken messages to their children about value of work, both inside and outside the home.

(4) *Parents as Case Managers*--Often the good intentions of agreements and collaborative efforts between agencies are not always met. Parents may find themselves suggesting, reminding, confirming, and checking up. The better grasp parents have of their child's long-range transition plan, the less likely information, deadlines, and opportunities will be lost.

(5) *Parents as Risk Takers*--Letting go is the key to independence, yet difficult and necessary for their children's growth and maturity.

(6) *Parents as Financial Planners*--Parents need information about eligibility requirements for financial assistance and the benefits of paid vs. nonpaid work. There are various financial assistance programs which would be of benefit if parents had the information available to them.

(7) *Parents as Program Advocates*--Many changes are still needed, and parents are an integral to the process of change (pp. 2-5).

These roles are not easy to assume especially if, historically, that is not the role the parent has taken. It requires training, assistance, and support to understand how great an impact parents can have on their child's education and their future.

Conclusion

Various suggestions, research findings, and opinions have been discussed. Yet the only important outcome of transition from school to work is the individual. It is the individual who ultimately determines the success or failure of the collective efforts of many agencies, professionals, and parents. The individuals who desire a job need selfesteem and want economic independence, and this is the reason transition from school to work has become a national priority. Their stories of frustration, determination, winning, losing, and desire are often reported in statistical terms. There are many statistics which are published, but it is the individual's story behind the statistics which carries the message of importance in transition for an individual with a handicap.

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The Emerging Role of Special Education Administrators Responsible for Vocational Special Education Programs

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Introduction

The passage of the Carl D. Perkins Vocational Education Act of 1984, Public Law 98-524, brought to the schools a variety of changes in vocational programming. Specifically, Title II of the Act outlined the manner in which funds to meet the special needs of, and to enhance the participation of, handicapped and disadvantaged students were to be distributed and used. Much like the requirements under P.L. 94-142 of 1975, the prescriptive nature of the identification of students, services provided to students, funding formulas, matching funds, and other such requirements brought to school districts a deluge of necessary changes in the manner in which programs were administered and accounted for.

In response to these new mandates, school districts that were entitled to substantial funds found themselves in need of personnel to administer programs and funds and the accountability documents accompanying the programs implemented with these funds. In addition, there began to emerge the recognition that the area of vocational special needs was an expanding field whose time to develop to fruition had come.

To assure that their districts were eligible and accountable for the funds available for special needs programs, most districts added this area of responsibility to the role of an existing administration. This responsibility appears to have frequently been placed within the office of a special education administrator.

Some districts, however, recognizing the diversity and comprehensiveness of the federal mandates, appointed specialists in vocational special needs to direct and oversee the activities, budgets, and personnel required to implement quality vocational programs for special needs youth, including the handicapped.

Although the Carl Perkins Act addresses a variety of groups, within the most commonly accepted definition are the areas of special education or handicapped students and disadvantaged students, which includes limited-English-proficient. However, for this monograph, the focus will be upon the role of the special education administration developing and implementing vocational programs for handicapped youth.

As with other federally funded programs, the functions of vocational special needs programs are often viewed as encompassing only a limited number of students and performing isolated functions when seen in the total context of high school programs administration. The various populations served by vocational special needs programs, however, actually affect a significant number of students, personnel, and programs in the school system. These can dramatically alter the role of an administrator, particularly of a special education administrator who views this as an "add-on" responsibility.

It is also important to recognize that although a district (and in some districts, the individual school) is not required to apply for federal vocational special needs funds, students served in each of the special needs areas (LEP, disadvantaged, and hand-

icapped) are already being served in other federal supplemental programs, with the majority in special education. Vocational education is the only academic program that provides federal dollars to districts to serve special needs students. Therefore, vocational special needs programs should not be perceived as stepchildren or newcomers to the federal program arena, but rather as an academic programs area that provides supplemental services to students. Vocational special needs provides the support necessary for students in vocational education to assure these students successfully complete the academic vocational program and are better prepared for the work world. Special educators can play a significant role in providing these support services to vocational programs and personnel.

The implications, then, that when "adding on" the responsibilities and duties needed to implement effective vocational special needs programs, personnel and paperwork, the district must assure that the administrator also assumes a leadership role in the coordination of the supplemental and academic services provided to the special student. Services must be coordinated and integrated into the other supplemental programs and academic areas that support special education and not seen as another area in which "problem" students can be pigeonholed and segregated from meaningful academic progress in the area of preparation for employability. It can easily be seen that vocational special needs is not the sole responsibility of a special education administrator, but rather an orchestration of the responsibilities of various district and building administrators. Coordination is, however, only one of the numerous responsibilities of a special education administrator when implementing vocational special needs programs.

Cooperation between administrators developed to implement more effective programs for students is part of the intent of P.L. 98-524. However, whether implied (as in the areas of LEP and disadvantaged) or expressed (as in the area of special education), cooperation and coordination of services is essential if vocational programs for special needs students are to be meaningful and successful. From an organizational point of view, the only way that cooperation and coordination of services can be assured is through leadership on the part of the special education administrator in charge of vocational special needs programs.

Programs for special populations have traditionally been segregated. As a result, many teachers may be resistant to changes, with the resultant effect that coordination of programs and services will not take place without careful planning by the special education administrator.

The purpose of this chapter is to acquaint the reader with the roles, responsibilities, competencies, and skills needed to administer vocational special needs programs under the Carl Perkins Act of 1984, and to understand the implications of these for personnel training and possible future trends in this area.

II. Administration of What? Defining Population and Programmatic Considerations

Defining Populations

Since 1975, school districts have been identifying handicapped students at all levels for possible placement into special education programs. In many districts, this special population comprises a large number of students. Recent changes in high school requirements and the resurgence of academic emphasis at the high school level leave little room for vocational classes for students. This can be a problematic area of special students needing work skills for employability or training after high school. Although not all special students will take vocational classes, or require assistance in the vocational classroom, every effort must be made by administrators to encourage students to enter vocational classrooms and gain knowledge from both the academic and hands-on aspects of vocational programs. The Carl

Perkins Act requires that those students who are in need of special services receive those special services to assure the students "successfully complete" the vocational program. Recent demographic information (see May 12 issue of Education Week) indicates that more students with special educational needs will be facing our schools for at least the next decade. Special education administrators must be willing to accept these facts and provide appropriate programs and program/personnel coordination to see that students receive needed skill area development to enhance employability.

The areas of special education/handicapped students to be served under the Carl Perkins Act include all of the areas the federal government has outlined under P.L. 94-142. For this there should be no administrative problems in identifying students in need of special services in general. In addition, although not specifically expressed in the Carl Perkins Act, special education administrators should consider working with Chapter I and Migrant Education program directors. Each of these programs serves students who may be eligible for special services to be able to successfully complete vocational programs. When identifying students eligible to be counted for funding and designing programs for special vocational students, personnel providing services in each of these areas should be part of the coordination activities of the special education administrator responsible for special vocational students. Like pieces of a puzzle, the various personnel and program needs of each student entity must be carefully examined before attempting to fit the pieces into a holistic programming effort to meet student needs.

Programmatic Considerations

Expanding program and service alternatives and the inclusion of a more special student with a greater range of needs and abilities has made administrators and teachers increasingly aware of the complexity of coordinating the cooperation of a complex set of curriculum, instruction, personnel, scheduling, funding, and student characteristics.

Federal vocational funds allocated for handicapped programs may be used to provide supplemental or additional staff, equipment, materials, and services which are not provided to other students in vocational education but that are essential for handicapped individuals to participate in vocational education. These are more specific than other special program guidelines. In addition, the services must be special or supplemental to those services received by "regular" students who are in vocational programs. Unlike other programs, this Act provides that federal vocational funds may be used to provide up to 50% of the costs for additional services. The funds must be used to meet the needs and to enhance the participation and access of handicapped students in vocational programs. The Act has designated that 10% of the funds in Title II be allocated for handicapped students. Although discouraged, separate programs in vocational education for handicapped students may be developed and funded with the Carl Perkins Act monies. Administrators must be sure, however, that there is a need and soundly defensible rationale for developing these separate programs. Traditionally special and separate programs have been developed for convenience rather than for rational and logical reasons. With the efforts to mainstream students with vocational programs, the need for separate programs should be rare.

The Act is prescriptive in the nature of the matching requirements and in uses for the funds. Carl Perkins Act funds may be used to fund up to 50% of the costs of additional services necessary for students who are handicapped to succeed in a vocational program. The matching requirement from non-federal sources would be met if the funds for the remaining portion of the program came from either state or local sources. They cannot be federal special education monies. The match may be made on a statewide or district-by-district basis, but not on an activity-by-activity basis.

The overall objective is that of providing vocational education to handicapped students in the vocational setting to prepare the student for a productive life. This preparation includes basic academic skills essential to succeed in vocational programs as well as career awareness, employability skills, and entry-level job skills. It is for these reasons coordination between and among the various programs is essential.

Administrators should be well-acquainted with the parameters of these programs and funds so they may coordinate efforts and allocate dollars prudently to avoid duplication of costly personnel, material, programs, and service efforts undertaken by other federal program initiatives for special education students.

In accepting federal vocational dollars for handicapped students, the state must provide assurance that: (1) equal access will be provided to handicapped individuals in recruitment, enrollment, and placement activities; (2) equal access will be provided to handicapped individuals to the full range of vocational programs available to nonhandicapped; (3) vocational programs and activities for handicapped individuals be provided in the least restrictive environment in accordance with Section 612(5)(B) of the Education Handicapped Act, and will be included as a component of the IEP when special services, equipment, materials, facilities, personnel, etc., are needed to succeed in the vocational program; and (4) vocational education planning for handicapped individuals (including placement, testing, and IEP development) will be coordinated between appropriate personnel from vocational and special education. Rest assured these assurances may be signed-off by the state board or agency, but the responsibility to implement and assure they are followed will rest with the local district administrator in charge of vocational special education funding. For this reason, it is imperative that special education administration responsible for special vocational programs and funds work closely with vocational personnel in planning, implementing, programming, and evaluating services to assure the most appropriate, least restrictive programs are being developed.

In addition to the state level assurances that will filter into the local administrator's realm of responsibility, each local district accepting the Carl Perkins Act funds for handicapped students in vocational education must also assure that: (a) information concerning opportunities in vocational programs and requirements for eligibility for enrollment into vocational programs be provided to handicapped students and their parents or guardians at least one year before the student enters the grade level in which vocational education programs are first generally available in the state, but in no case later than the beginning of the 9th grade; (b) each student who falls under section (a) above, presumably most if not all handicapped students in the district, shall also receive an assessment of their interests, abilities, and special needs related to successfully completing the vocational program (which implies the assessments are to be school and curricular based, not worksite-based in nature, and that this assessment is to be above and beyond those done for special education program eligibility and placement); (c) based upon the information gleaned from the assessment, each of these students shall receive the special services needed to successfully complete the vocational program including adaptation of curriculum, instruction, equipment, facilities, or special personnel required to provide these services; (d) guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with providing the services needed for special vocational programs; and (e) counseling services designed to facilitate the transition from school to post-school employment and further schooling or career opportunities.

As can be seen in this section on assurances, the special education administrator responsible for the Carl Perkins Act funds has a much expanded role and responsibility to fulfill in the overall services now provided in the high school settings. Not only is this administrator responsible for the mandates of P.L. 94-142 and the budgets, funds,

programs, curriculum, personnel, hearings, parent group, IEP, and other compliance areas which require numerous sets of documentation, but the administrator must now coordinate all of that with the requirements of the Carl Perkins Act budgets, identification, program, personnel, vocational curriculum, vocational teachers, vocational IEP goals and objectives. In addition, most districts utilize Job Training Partnership Act (JTPA) funds and programs which must be coordinated with vocational and special education. The special education administrator's role as the designee responsible for implementing the programs and assurances of the Carl Perkins Act will expand considerably.

As can be seen by the descriptions in this section, coordination for programmatic considerations are paramount for the administrator to understand and coordinate with other entities in the district. In attempting to work with and coordinate such complex considerations, the expanding roles of the administrator must be understood.

The next section will provide guidance for the special education administrator in this area.

III. New Roles for Special Education Administrators in Vocational Special Education

The responsibilities outlined in the previous section present a clear picture to the special education administrator in charge of special vocational programs that the role has changed a great deal. These new forces impacting special education leadership roles require change to encompass new personnel programs and expectations. The greatest change is in the definition of the scope of the role. Special education administrators have always been cognizant of the need for vocational programs for handicapped students' success, but most have not been involved with or had a need to closely coordinate funds, equipment, curriculum, materials, or personnel, let alone assure the cooperative development of IEP goals and objectives together. This new territory will require time, good communication and interpersonal skills, program exploration and development, and an expanded knowledge of not only vocational education, but of the role of vocational education in the larger education system, community, and other agencies (i.e., Vocational Rehabilitation, Social Services). Not only are there new technical skills to be developed, but perhaps just as critical are the political and social skills which are needed to gain acceptance by building administrators and teachers to plan programs, develop budgets, assist in implementation of programs. Coordination may also need to be developed at the school building level. Few special education personnel are well acquainted with vocational program requirements, outcomes, texts, etc. This will require coordination of personnel at the school building level to assure programs are followed, IEP goals and objectives are jointly developed, and students are receiving appropriate services.

Trainer

In view of this emphasis to coordinate programs and personnel, this thrusts the special education administrator into a new role to be responsible for cross-training. In this capacity, staff development of both special and vocational education personnel becomes very important. Special education personnel will need training in vocational education of, for example, competency-based curriculum modules, expectations and outcomes of vocational programs, job-related issues, safety and equipment, technical vocabulary, industrial standards, etc., depending upon the nature of the vocational programs available at each school site or district. Vocational personnel will need in-service information on the various categories of special education, how to develop appropriate goals and objectives for an IEP, the role of the parents in the special education process, legal responsibilities of parents and schools, and similar information. In addition, both groups, as

well as other personnel, will need to understand their roles and responsibilities in the entire process from identification of a potential special education eligible student to work-study and job placement. Both special and vocational personnel must receive information on the Carl Perkins Act, the nature and purpose of the programs being developed, and the advantages of jointly implementing a program for the benefit of the student. While much of this information can be provided through consultants and outside personnel, including courses on campuses of higher education institutions if available, the information with the greatest impact will occur as the administrator spends time with and is actively involved in developing team efforts and team building skills with the personnel on a local and building basis. Here again, consultants may be used to work with the administrator and facilitate the process of developing and interpreting the role changes that will affect each of the personnel involved.

Program Manager/Evaluator

As the role of the special and vocational personnel evolves, and programs are developed and implemented, the administrator's role becomes one of managing all of the program components and assuring that each entity is appropriately carried out. In addition, each program component must have an evaluative side to it so that judgments can be made regarding the continuance, modification, deletion, effectiveness, cost factors, and student benefit of the program. These must be looked at in relation to both the special education and vocational education components of the program. This presents a new task for the administrator. Previously, special education programs were evaluated in relation to their effectiveness for students, with modifications and changes being made and implemented through the annual IEP process. Now programs must be looked at from both the special and vocational education perspectives in relationship to the student's ability to "successfully complete" the vocational program/course with changes and modifications on the IEP affecting both the special and vocational curriculum, teacher, materials, and their overall coordination responsibilities. This evaluation and subsequent re-coordinate of program formats, curriculum, materials, and resources will add an additional time factor to the responsibilities of the administrator.

Another new area of responsibility involved in evaluation is that of reporting to the state agency. Monthly, bi-monthly, quarterly, and annual reports of progress and expenditures may be required by the state level director of Vocational Special Needs. These reports are required to fulfill state and federal reports for expenditure of federal dollars, monitor matching requirements, file annual progress reports, and determine continuance, modification, or deletion of district level programs. Most SEAs have reporting procedures to be followed. As Carl Perkins dollar amounts available to the state and subsequently to the district vary each year, careful audit trails and documentation of budgets, activities, and student counts are a necessity. The nature of these reports will undoubtedly be new to the special education administrator, making the management and evaluation roles areas that will need time and attention.

Advocate

The role of an advocate for the rights of handicapped children is not a new role for special education administrators. However, with the added dimension of vocational education, the nature of the role and audience will expand significantly. The administrator may find him/herself advocating for handicapped students' employment needs, postsecondary education or creation of more job opportunities in a specific business or industry with a local union, the Vocational Rehabilitation Board, community-based industry, technical schools, major local employees, or other groups involved in employing handicapped personnel. In addition, the administrator may need to work with local employers to create job openings

for handicapped students who have vocational abilities, find work-study placement job sites, provide training and information to personnel in business and industry for whom handicapped employers may be entering for the first time, as well as develop positive working relationships with these employers to assure long-range support for new projects and job placements. These activities will provide new and challenging involvement for a special education administrator.

Policymaker

While this role is not a new one to special education administrators either, the added dimension of vocational education creates a new flavor for the role. Without statistical documentation, it is safe to say that a large number of school districts nationally do not have policies that relate directly to educationally handicapped vocational students. The development, implementation, modification, and planning of policy development to enhance the education of and support the educational needs of handicapped vocational students as it relates to broad policy issues of the district is an area needing attention. Policies to address the assurances regarding equal access in recruitment, enrollment and placement activities, placement into work- study, cooperative education and apprenticeship programs that have traditionally excluded handicapped students, assessment, special services, guidance and counseling activities, and transition merit attention. These areas must be addressed to assure that proper planning of activities within the broader scope of the district's policies is attended to. These policies can have a significant impact on the action (and reactions) of the system as a whole as new and innovative programs are implemented that affect a broader scope of students and personnel within the system. These policies, as they relate to partnership with business and industry, can have broad implications for the support of the programs as well as the total public arena of the employment community, let alone other related human service agencies involved.

As emphasized previously, vocational programs for handicapped students involve the comprehensive planning and orchestration of a diverse number of groups. Policies to enhance their ability to focus on areas such as role delineation, consensus building, evaluation methods, timelines, reconciliation of opposing viewpoints, responsibility areas of personnel involved, and parameters of programs should be addressed. This type of planning and policy implementation requires considerable skill on the part of the administration that may not be acquainted with vocational education or the Carl Perkins Act.

As with all new areas in education, there are particular competencies and skills required to fulfill the role. Some of the roles have been outlined above. In the next section, the competencies and skills needed to fulfill the role of a vocational special needs administrator will be discussed.

IV. Competencies and Skills for Vocational Special Education Administrators

The competencies and skills needed to provide leadership and administer programs in the area of vocational education for handicapped students blends together the unique competencies for each of the areas, while creating new and expanding needs. As with all administrative roles, it is hoped that leadership plays a key part in the position. In addition, most administrator training programs address a generic set of competencies to be developed regardless of subject area or position.

In an attempt to better understand the parameters of the emerging role of a district level administrator of programs for handicapped students in vocational education, a survey was conducted involving vocational special needs supervisors/directors in all 50 states and university personnel responsible for vocational special needs training programs. The preliminary results of that survey are presented in the following informa-

tion. It is important to keep in mind that these results represent preliminary trends in the data. A full report is expected to be available by Fall 1987.

Respondents were asked to rate competencies and skills as (1) essential, (2) desirable, but not essential, or (3) not essential or important. The area of credentials needed to fulfill the position, laws, regulations and policies, human relations/management skills, vocational education, special education, program development, LEP/Bilingual education, and disadvantaged education were the major categories (LEP/Bilingual and disadvantaged will not be included in this paper).

In the area of credentials, respondents indicated that one to six years of teaching experience was essential at grade levels 10-12. They overwhelmingly indicated that the preferred level of education was a master's degree in the area of Educational Administration, with Special Education being the second choice, and Secondary Education the third.

With respect to laws, regulations, and policies, respondents indicated it was essential to understand federal statutes and regulations related to vocational education first and special education second. Other competencies and skills related to laws, regulations, and policies that were deemed essential were (in rank order):

1. writing and developing of policies regarding vocational special needs

2. knowledge of state laws and regulations regarding vocational special needs

3. rights and responsibilities of parents.

Human relations and management skills responses indicated that this area has a number of essential skills and competencies necessary to be an administrator. Among those rated as essential were (in rank order):

1. ability to work with personnel from a variety of disciplines

2. knows how to identify students for federal allocations

3. understands the role of the state agency

4. understands the role of the federal agency

5. communicates with state-level personnel regarding plans for vocational special needs

6. has good communication skills

7. skillfully manages conflict

8. knows how to manage budgets

9. utilizes a variety of in-service training models.

This list of competencies and skills considered essential for the administrator's role indicates the need for a talented and diverse individual.

Competencies and skills in the area of vocational education that were considered essential included recognition of the new areas of emphasis from the Carl Perkins Act, and it included (in rank order):

1. understands vocational assessment

2. understands vocational evaluation

3. works with other agencies to develop transition services

4. has knowledge of transition services available

5. assures vocational personnel are included in IEP process

6. knows statewide labor market needs

7. works with employers to develop employer's knowledge of vocational special needs students.

It is clear from these responses that a special education administrator would have to expand his/her role, competencies, and skills to be able to work with handicapped students in vocational education.

Special Education competencies and skills ranked as essential were (in rank order):

1. has working knowledge of handicapping conditions

2. has knowledge of due process

3. knows what support services are available

4. understands assessments for exceptional populations.

These areas, of course, present no problems for special education administrators.

The last area in which respondents were asked to rank competencies and skills was in program development. In this area, the areas ranked as essential were (in rank order):

1. knows how and where to secure financial resources for program development and personnel and materials acquisition

2. develops long-range plans for coordinated district services for vocational special needs students

3. knows learning theories and learning process

4. conducts program evaluation techniques/methods

5. understands curriculum development and planning

6. understands principles of curriculum design

7. knows various service delivery models.

This last area may present more of a challenge to a special education administrator who is not acquainted with the sources available or does not have a background or knowledge base in curriculum and instruction.

As can be seen by this overview of competencies and skills considered essential for the vocational special needs administrator at the district level, the knowledge base has been expanded and may have significant implications for administrator and special education training programs in the future.

Future Trends

In view of the changes the Carl Perkins Act has brought, and the needs in administration, it is likely that there are implications for changes needed in the training of special education personnel in order to fulfill the dual role of special education and vocational special education administrator. University training programs will have to expand the knowledge base of special educators to include the vocational education to enable personnel to successfully interact, coordinate, and develop programs with vocational personnel. Special education personnel aspiring to become administrators will need to go beyond a base knowledge of vocational education and expand their competencies and skills to include those areas seen as essential by current personnel in the field. Special education training programs may wish to consider the option of allowing master's candidates to pursue a minor in Educational Administration, or develop a vocational component to current special education administration programs. Whatever the choice may be, it is clear that special education personnel at all levels, particularly those who are administrators, must begin developing knowledge in vocational education if they are to provide appropriate services to handicapped students in vocational education, no less comply with the mandate of the Carl Perkins Act.

The future holds many unresolved issues for the field of vocational special needs educators, but it is clear that none of these educators can continue to operate in a pigeonhole and deny the need for expanded knowledge to serve their students.

Resources

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Support Personnel in Vocational Special Needs

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Introduction

Equal access to vocational programs for individuals with handicaps is the mandate of legislation from education, labor, and rehabilitation. The Vocational Rehabilitation Act of 1973 (P.L. 93-112), Section 504, prevents discrimination against the handicapped in vocational training and employment. In education, the Education for All Handicapped Children Act (P.L. 94-142) calls for placement in the least restrictive environment with nonhandicapped peers to the greatest extent possible. The Carl D. Perkins Vocational Education Act (P.L. 98-524) promotes equal access in recruitment, enrollment, and placement in a full range of vocational options. In labor, the Job Training Partnership Act (P.L. 97-300) provides opportunities for traditionally underserved populations in preparation for employment, specific occupational training, and placement in competitive employment. With these mandates, equal opportunities for handicapped students cannot be accomplished without collaborative efforts between special and vocational education.

Resource Model

One of the most effective means of facilitating collaboration between special and vocational education is through the use of the vocational resource model. The resource model is widely recognized in special education, particularly with mildly handicapped students (Friend & McNutt, 1984; Hammill & Wiederholdt, 1972). Resource personnel in special education provide direct service to students and indirect service to teachers. More specifically, resource teachers offer support in assessment, consultation, instruction, in- service training, educational planning, and record keeping (Ronning, 1980). In addition, Feis (1981) recommends resource teachers provide vocational related services to students and teachers in special education.

The services provided by personnel in the resource model can be effectively utilized by vocational education. In fact, a growing number of states report the use of vocational resource personnel in comprehensive high schools, vocational technical centers, and community college vocational programs. Georgia, Missouri, Pennsylvania, and Wisconsin were the first states to report existence of this model for handicapped students in vocational programs. Other states, Maryland, Minnesota, Virginia, North Dakota, and Washington, have also implemented similar vocational resource programs at the secondary and postsecondary level. The primary goal of these models is to provide direct and indirect service to handicapped students in regular or mainstream vocational programs.

Vocational resource personnel have a variety of titles, including: resource teachers, support service teachers, related or designated vocational instructors, managers, facilitators, or consultants. The majority of the resource personnel have a special education background and are required to receive further training. Many serve handicapped students at the secondary and postsecondary level. For the purpose of this paper, these individuals will be called vocational resource teacher or personnel.

An analysis of existing resource models reveals vocational resource personnel are involved in a range of activities from placement in vocational programs to transition from

school to employment or further education. In comparison to special education resource teachers who provide direct service to students, the majority of vocational resource personnel provide indirect service to teachers. In fact, few states reported direct service to students (Asselin, 1985; Dick, Flannagan, Cameron, & West, 1981; Gill, 1982; Gilles, 1985; Gilles & Krueger, 1984; Maryland State Department of Education, 1984; Minnesota State Department of Education, 1986; Ohio Advisory Council for Vocational Education, 1983; Parkinson, 1980). While special education literature is abound with research on the resource model, studies on the impact of vocational resource teachers are limited.

A Wisconsin pilot study of vocational resource personnel was reported by Gugerty (1983). Data were collected on the impact of Designated Vocational Instructors (DVI's) on students as well as special and vocational educators and administrators. In 1982-1983, placements of special education students in regular mainstream vocational education courses increased from 40% to 73%. For vocational and special education teachers, a substantial increase in participation in the IEP was noted.

Gilles (1987) gathered preliminary data on the DVI program from 1981 to 1986. Since the inception of the program, the percentage of special education students receiving DVI services increased from 22% to 44%. Instructors receiving DVI services have increased from 41% to 75%. The inclusion of a vocational component on the IEP increased from 44% to 70% from 1984 to 1986. In the same years, post-school goals on the IEP increased from 35% to 45%. Overall, 86% of the sites reported a positive impact of DVI's on the school program. The efforts of the Wisconsin program to document the effectiveness of the DVI approach makes a strong case for the role of resource teachers in serving as an advocate for handicapped students in the mainstream.

Specific Services

The following section provides a composite of specific responsibilities of vocational resource teachers.

Communication

The most important and fundamental responsibility of a vocational resource teacher is that of communication. A communication network must be developed between the vocational resource teacher and school-based personnel (administrators, guidance counselors, special and vocational education teachers, students, parents, and outside agencies), vocational rehabilitation, adult service agencies, or the local JTPA program. These are several factors that enhance effectiveness of vocational resource teacher communication skills.

The first factor is rapport. Rapport between individuals at the school and community level must be developed to facilitate sharing of information and collaboration. Breaking down barriers, such as territoriality, stereotypes, bureaucracies, or protectiveness, can be accomplished with taking time to understand one another. It is an evolutionary process and it takes time to develop respect and trust.

In order to develop interagency linkages with community agencies, vocational resource teachers must explore program goals, structure, procedures, and staffing. Cooperative agreements between agencies may exist that describe agency responsibilities.

Finally, the vocational resource teacher must plan development of linkages based upon student and teacher needs. Planning and organization skills are essential in developing interagency collaboration (Maryland State Department of Education, 1984; West, 1982). Once the avenues to collaboration are opened, the vocational teacher can maximize available services.

Recruitment

The Carl D. Perkins Vocational Education Act delineates steps that must be taken to ensure appropriate placement of handicapped students. Parents and students must be notified no later than the 9th grade of all available vocational program options. To ensure that the student and parents are aware and understand various vocational program options, the vocational resource teacher must work with both special education and vocational teachers to provide this information.

Information about available vocational programs (goals, prerequisite skills, classroom and laboratory activities, course sequence, teaching style, accommodations, and evaluation procedures) is gathered by the vocational resource teacher and shared with special education teachers. Plans are then made to expose the handicapped student to a variety of available options. Techniques such as a visit to the vocational programs, brochures, slides, or presentations by vocational students and teachers may be used.

Another technique in recruitment is utilization of the school guidance counselor. Information about special and vocational education programs and how they relate to career plans must be shared with guidance counselors. In turn, a well-informed counselor may assist in placement as well as recommending postsecondary options, counseling students with personal crises, or conducting aptitude or interest assessments.

Vocational Assessment

A comprehensive vocational assessment of handicapped students is essential to planning appropriate program options. This includes an assessment of student interests, abilities, and aptitudes for various types of work. Assessments are a combination of formal and informal evaluations that yield a listing of individual student strengths, weaknesses, and interests. Informal assessments may be administered by the classroom or resource teacher, and formal assessments administered by a trained vocational evaluator in a school-based or rehabilitation setting.

Actually, vocational assessment is an ongoing process for the purposes of screening, placement, planning, monitoring, and program evaluation (Cobb & Larkin, 1985). The vocational resource teacher assists the special education and vocational education teacher in this process. At each step the results need to be reviewed and interpreted. The vocational resource teacher coordinates the process and ensures that school-based personnel, outside agencies, and support services are involved (Gilles, 1985). In the Maryland State Department of Education (1984), vocational resource teachers recommend placement, monitor student progress, and report results to vocational evaluators to validate assessment results.

In a study by West (1982), roles and responsibilities of Virginia vocational resource teachers rated the importance of specific competencies. The highest rated competencies included using assessment results in programming, interpreting assessment results, facilitating student enrollment, monitoring student progress, and suggesting instructional modifications.

Vocational Component of the IEP

The Individualized Education Program (IEP) is a document and a process to develop the program of study for a handicapped student. The Carl D. Perkins Vocational Education Act promotes the inclusion of vocational goals and objectives in the IEP when a handicapped student is placed in a vocational program. The IEP is composed of information about the student's present level of functioning, educational goals and objectives, duration of services, and criteria for evaluation. Prescription of an appropriate instructional program for the student is based upon a team approach. Vocational, special education, and vocational resource teachers, students, and parents review the data in the IEP and discuss the student's needs.

Vocational resource personnel are the liaison between vocational and special education during this process and may actually write the vocational component. The vocational teacher determines the content of in-

struction and the special education teacher prevocational skills to support success in vocational programs. As the IEP process is implemented, the vocational resource teacher may monitor student's progress and offer assistance to vocational teachers in adapting instructional materials, techniques, or equipment.

At the same time, vocational resource teachers may work with special education teachers to assist in delivery of functional academic curriculum related to specific occupational programs for prevocational skills and independent living. Special education teachers may also work with handicapped students on work habits, occupational vocabulary, or measuring skills to reinforce vocational program objectives.

The evaluation component of the IEP helps the vocational teacher to assess the student based upon the criteria specified in the IEP. If the student is not able to complete the requirements of the program as specified in the IEP, the modifications or adjustments are made in either content, instruction, or evaluation.

Instructional Assistance

Once the handicapped student is placed in a prevocational or vocational program, the resource teacher is available to provide technical assistance to vocational teachers. Instructional assistance to vocational teachers is a major responsibility of resource teachers. Assistance includes modifications in techniques, curriculum, instructional materials, equipment, and facilities.

Instructional Techniques. Before resource teachers can help the vocational teacher with techniques, the instructional style of the vocational teacher needs to be assessed. Informal teaching style inventories, questionnaires, or observations can be used to determine teaching styles. In addition to teaching style, the resource teacher must become familiar with the content of the vocational program. An awareness of the importance and relevance of the curriculum content assists in making adaptations. Finally, the classroom management strategies used by the vocational instructor need to be examined to determine structure and degree of rapport developed between teacher and students.

With this information, the learning styles and needs of handicapped students can then be matched to the instructional style of the teacher. If modifications are needed, then the resource teacher can make recommendations. Examples of instructional modifications include using a variety of verbal or visual instructions, small group activities, or role-play situations.

Curriculum. Curriculum in vocational education is primarily competency based. Before a handicapped student is placed in a vocational program, it is important for the vocational resource teacher to review the content of the curriculum. Competencies are identified which allow students to progress from entry level to higher ability level skills. Competencies need to be examined to determine if they are essential for success in entry level jobs. Also, the achievement of existing competencies should be realistic in the time frame of the program. Competency-based instruction has several advantages when working with handicapped students.

The structure of competency-based instruction with individual student checklists provides instant reinforcement as skills are accomplished. In addition, the data on skill acquisition used by the vocational teacher for monitoring student progress can be used to make adaptations in content, rate, or sequence of instruction as needed for individual students.

Instructional Materials. Materials may need to be modified based upon identified student needs. West et al. (1983) suggests areas such as physical abilities, intellectual abilities, family socioeconomic levels, aptitudes, personality, self-concept, educational background, motivation, and learning styles be considered in evaluating instructional materials.

The vocational resource teacher may assist the vocational teacher in selecting ap-

propriate material. Examples include determining readability of vocational texts or manuals, supplementing texts with audio-tape or easier reading books, or suggesting use of computer-assisted instruction to reinforce skills, or revising the format of existing materials.

Equipment and Facilities. Equipment used in the vocational laboratory may need to be modified to assist the handicapped student in accomplishing specific tasks. Examples include lowering or raising work centers, installing warning lights, or using assistive devices such as tools, guides, or controls. The vocational resource teacher may employ assistance from vocational rehabilitation or the school maintenance department in structural changes that may be initiated. Another resource is the nearest rehabilitation engineering or technology program.

Transition Services

Another role of resource teachers might be facilitation of transition services by serving as a liaison between the schools and adult service agencies. Transition services require even greater collaborative efforts because goals address not only vocational competence but personal, social, community, family, and leisure skills (Halpern, 1985). Resource teachers link vocational rehabilitation with special education, assist in sharing student data from vocational assessment, and develop transition goals for the student. Examples of services from adult agencies include legal, social, health, employment, counseling, and financial, and are potential resources that can be accessed by students.

In-Service

Vocational resource teachers serve as providers of in-service to teachers, administrators, parents, and employers. Purposes of in-service are to provide basic information, update skills, and network with other professionals. Resource teachers may present in-services on topics such as classroom management, conferencing with parents, using community services, or writing the vocational component of the IEP. In-services may also be provided to parents of handicapped students on career options for their children or accessing adult service agencies or postsecondary training programs. Both Missouri and Wisconsin have excellent guidelines for resource teachers in presenting and evaluating in-service programs.

Job Placement

Job placement is not always a responsibility of vocational resource teachers. In fact, several states encourage vocational resource teachers to "assist" in the process. Resource teachers can help the job placement coordinator in matching student needs to job opportunities, observing and monitoring the student on the job, or helping the student develop job keeping skills.

It is important for the vocational resource teacher to be knowledgeable about job requirements and potential problems before the student is placed on the job. Once on the job, the resource teacher may coordinate reinforcement of job skills and employability skills with special and vocational education teachers. They may be asked to work with students on an individual basis or in small groups to develop skills. Another responsibility may be to work with employers or co-workers to develop knowledge and acceptance of the handicapped student in the workplace. Whether the vocational resource teacher provides direct service or indirect service, they are a valuable source of information.

Resource teachers may network with various job placement services and agencies in rehabilitation, labor, and the community. The most common source of job assistance is through the Job Training Partnership Act (P.L. 97-300). This program provides job training for disadvantaged and handicapped youth and adults. Services under the Act include job search assistance, career counseling, basic academic skill training, occupational awareness and exploration, work experience programs, as well as literary and bilingual programs.

Direct Services

Vocational resource teachers in the Maryland model (1984) spend the majority of their time providing direct service to handicapped students. Other states, however, require the vocational resource teacher to spend more time providing indirect service. Direct service includes working with students in classroom and laboratory activities, counseling for personal and career decisions, job placement, and transition services.

Instructional assistance in the vocational classrooms and labs involves helping students individually or in small groups. Vocational resource teachers can assist in reinforcing safety on basic skills, providing supervision on equipment, or monitoring student performance.

When a vocational assessment is completed, the vocational resource support personnel may discuss the results with the student and help guide the student toward postsecondary instruction or employment. Having developed positive rapport with students, the vocational resource support teacher may be a good listener as students discuss personal or family crises.

As the handicapped student nears graduation and transition plans are implemented, the vocational resource teacher assists the student in securing appropriate services. Available services include: medical, legal, vocational, community, health, family, employment, and personal.

Summary

The use of resource or support personnel is one avenue to ensure that handicapped students are receiving appropriate vocational programming in the regular class with non-handicapped peers. Growing numbers of resource personnel provide indirect service to teachers and a direct service to handicapped students. Responsibilities of resource personnel include developing and assisting in (a) communication networks, (b) recruitment, (c) vocational assessment, (d) vocational component of the IEP, (e) instructional assistance, (f) transition services, (g) in-service, and (h) job placement.

The majority of handicapped students are placed in regular vocational programs with support services such as vocational resource teachers. Studies have shown that resource personnel do make a difference in the success of handicapped students in vocational education.

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Parents and the Transition Process

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Introduction

The transition of handicapped youth from the school setting to the work setting has emerged as a major priority for local, state, and federal educational agencies. This interest has occurred due to a revival of concern of parents, vocational educators, special educators, counselors, administrators, and others who work with handicapped youth toward the goal of the student's successful participation in the world of work. The growing emphasis on employment training of handicapped youth has created an awareness of the importance of parental involvement in the process. Although great strides have been made in the education of youth with disabilities since P.L. 94-142 was introduced, parents and society are beginning to realize that a free, appropriate public education does not ensure that disabled citizens are given vocational opportunities (Goodall & Bruder, 1986).

Transitional planning needs to be incorporated into the existing individual educational plan of each student. Each student is different. Thus the need for individualized planning. Some factors that contribute to individuality of students' needs are: personal abilities, appropriateness of curriculum, delivery model of instruction, and amount of support received. Due to this individuality, parents of the student can make a significant contribution to the success of the transition process. Of the numerous factors influencing whether a handicapped youth will work in a competitive employment setting, the most important could be a well informed parent.

Parental Burnout

Other people may work with handicapped youth for significant periods of time. They may, at times, become frustrated. However, it is the parents who live in the day-by-day routine of witnessing the progress and regressions, the unacceptance by peers, the attitudinal barriers of society in general. By the time these handicapped youth begin secondary education programs, their parents may have reached a level of fatigue that is permanent. Professionals should be understanding of changes in parents over time. Even the most enthusiastic of parents burn out. It is unreasonable to expect all parents to fit into one mold (Turnbull & Turnbull, 1985, p. 105).

Parents have plans, dreams, and concerns for the future of their children. Parents of handicapped children are no different. Because their children are handicapped, these parents frequently face frustration in dealing with the educational process. The frustrations become greater when parents and youth must make decisions about and prepare for employment. Just as parents have been instrumental in obtaining and protecting the developmental and academic rights of handicapped youth, they now play a role in working with professionals to provide the successful transition of these youth from students to employees.

Parental participation is an important part of the transition process. There are many reasons why parents do not participate actively. Often parents do not recognize their potential as an advocate for their child.

They may not understand the IEP process. Many parents are not aware of the employment opportunities available to their son or daughter beyond the sheltered workshop. Lack of awareness of their child's vocational aptitude may keep some parents from participating in the transition process. Parents sometimes are intimidated by education professionals.

Parent-Professional Partnership

Parent-professional partnership is essential if handicapped children are to be provided with opportunities to reach their full potential. Parents cannot assume all the responsibility alone. Just as parents cannot meet all the needs of their handicapped child, neither can the professional. Parents and professionals must work together in mutually defining and sharing roles and responsibilities so that no one becomes overwhelmed with the tasks to be accomplished (Turnbull, 1985).

According to Schultz (1985), there appear to be two factors crucial to effective parent-professional interaction: communication and respect. Turnbull (1985) also states that when working with parents, respect is a necessary ingredient. Communication and respect in the partnership is a two-way street. Parents also must have respect for the professional and must work at establishing good communication with others who work with their handicapped child.

Professionals should accept parents as full-fledged members of the management team for their child (Helsel, Helsel, Helsel, & DeWert, 1985). Who better understands the background and experiences of the child? Parents can have a great deal of insight that will give an added dimension to the plan which is developed for their child.

Helsel et al. (1985) state that professionals dealing with families with handicapped children should constantly remind themselves that families are different. They come to their situation with all kinds of strengths and weaknesses. Generalization cannot be made about the families of handicapped children. Open-mindedness is essential in developing a good parent-professional partnership.

In order to help parents understand their role as advocates for their children, professionals should be current in their knowledge. They should keep up on handicapping conditions as well as be knowledgeable about services available in the community, legislation affecting the handicapped rights of parents, community attitudes toward handicapping conditions, realities of financial costs, and feasibility of service plans (Helsel et al., 1985). This knowledge should be communicated to the parent.

Goodall and Bruder (1986) believe that in order to increase parent participation in the transition process, changes in public school policies and attitudes will be necessary. Parents need to make it known that they expect to participate fully in the transition.

Role of the Parent

Just as parents have been instrumental in obtaining and in protecting the developmental and academic rights and interests of handicapped children, they now play a vital role in joining with professionals to promote the successful transition of these youth from students to employees. The roles parents may assume in this process are numerous and critical: (1) they may serve as advocates for vocational and job training programs specifically designed to train disabled persons and to assist them in moving to employment settings; (2) they may provide a unique source of information on their children's interests, aptitudes, strengths, and weaknesses--all of which will be valuable in training these youth as future employees; (3) parents may provide at-home reinforcement of those basic job-oriented and self-help behaviors and attitudes that are a prerequisite to any future employment; and (4) they may assist in helping to integrate the services of the many public and private organizations that are fre-

quently involved in providing vocational education and job training for disabled youth (Beckett, Chitwood, & Hayden, 1985).

General Assumptions

It is essential that parents understand their role in making the transition process work. The Missouri Transition Guide (1986) lists the following general assumptions about the roles and responsibilities of parents in the transition process.

1. Parents spend more time with their son/daughter and are more intimately involved and concerned about his/her future plans than anyone else.

2. Parents need to be involved with all aspects of the planning of their son's/daughter's future. This involvement includes participation in advocacy groups, community programs, and the individual education program.

3. Parents can develop and initiate new programs or services that do not currently exist in a community.

4. Parents need to be aware of legislation that exists which supports their son/daughter in the transition process.

5. Parents can acquire knowledge about existing services for their son/daughter and thus assist in the development of a more comprehensive transition plan.

6. Parents are an integral part of the IEP team and may bring a wealth of information to the planning meeting.

The family is the primary entity that must maintain constant supervision of an adolescent son's or daughter's needs for continued and ongoing services. The participation of families in planning during their children's adolescent years is essential for ensuring continuity between school and adult services (Johnson, Bruininks, & Thurlow, 1987).

Advocates

According to Goodall and Bruder (1985), parents are the ultimate advocates and case managers for their children; they are the one constant in a lifetime of changing services and providers. Armed with information about employment and employment training alternatives in the community, parents will be able to participate knowledgeably in planning for the transition of their young adult. Nonetheless, parents' full participation in the transition process is crucial. Parents know their child better than anyone else; they have lived with him/her day in and day out, and have the most insight and information about their child's abilities and limitations. Parents can represent children in a way that no one else can--advocating for what they feel and know is best (Goodall & Bruder, 1985).

Getting involved early is important because parents of young students with disabilities can be the greatest resources in helping to develop their child's employment potential. Beginning in elementary school, parents can allow as much independence as possible, provide opportunities to enjoy community activities, promote appropriate behavior, grooming, and responsibility for chores, emphasize physical fitness, instill a positive work ethic, and above all, maintain an optimistic attitude about the child's work future (Goodall & Bruder, 1985).

Parents have the right, and should demand, that their children receive job training. The training needs to be outside the classroom and based on viable employment options in the immediate geographical area. Parents can contribute to the pre-employment training of their sons/daughters by helping to ensure good programming at all levels. It is also important that parents hold realistic expectations for their handicapped children. Educators and other professionals can do much to foster such expectations by staying in close touch with parents to assure that everyone has shared appropriate vocational goals for the student.

Teachers' Perspectives

Teachers responding to a survey conducted by Benz and Halpern (1987) were asked to write three ways in which parents could be more supportive. Almost half the teachers (44%) responding to this question would have liked more direct and frequent communication with parents. They also expressed a desire for more parental involvement in their classrooms. Viewed collectively, teachers indicated that the program would be stronger if their students' parents were more actively involved in special education at all levels from the classroom to the community. Over half (57%) of the parents reported that contact with their child's teacher occurred only once per term (or less....which is not at all).

In addition, parents must provide emotional support for their son/daughter. The road through education to employment can be long. Most handicapped youth face roadblocks that seem too large to overcome. These youth need the assurance of their parents' love as a support system. This support is often the foundation for a positive outlook on the future.

What Parents Need to Know

Parents are an integral part of the transition process. Their support and involvement is vital to the success of the student. The more informed parents are about the process, the better they will be able to participate. Local Education Agencies (LEA) can facilitate the participation of parents by disseminating appropriate information to them. Some of the information that should be shared with parents is:

1. an overview of the transition process;

2. information about all the transition services available within the community;

3. information about all the transition services available within the LEA;

4. information about specific options available for transition;

5. in-services to develop awareness and disseminate information; and

6. information on existing parent support groups (West et al., 1986).

In addition, parents also need to be informed about pertinent legislation, appropriate assessment, long-range planning, developing an IEP, and transition planning (West et al., 1986).

In order to fulfill these roles of advocate, parents may wish to acquire an additional set of knowledge skills and techniques as educational advocates. Professionals can, again, be of assistance by helping parents locate relevant parts of other federal, state, and local laws and regulations implementing them. Laws that would be helpful include:

- Sections 503 and 504 of the Rehabilitation Act of 1973;
- The Education for All Handicapped Children Act of 1975;
- The Job Training Partnership Act of 1982;
- The Education of Handicapped Act Amendments of 1984;
- The Carl D. Perkins Vocational Education Act of 1984

(Beckett, Chitwood, & Haydon, 1985).

Parents, according to John Palmer (1985), should become familiar with employment-related services from local schools or rehabilitation programs. These services at the secondary school level include:

- Pre-vocational skills training
- School-based workshop
- Work experience program
- Direct employment preparation
- Cluster strategy
- Upgrading sheltered workshops
- Direct preparation for competitive employment in service or light industry.

Additional services that may be offered:

- Self-concept materials
- Decision-making activities
- Career awareness activities
- Remedial skills
- Beginnings of computer literacy
- Training in work socialization skills.

John Palmer (1985) advocates that parents become Transitional Specialists. Parents can be a resource to the school district in developing and implementing Transitional Services Programs for disabled youth.

Assessment

Planning for transition needs should begin early in a student's educational life. Basis for such planning is found in an ongoing career assessment process that begins in the elementary years. Such assessment is used as a guide in planning for the educational and career goals of that student (West, Gritzmacher, Johnson, Boyer, Stephens, & Danafon, 1986).

While the assessment process is an essential part of a student's program planning and development, it can also be overwhelming to parents. Points for parents to be aware of concerning assessment are:

1. parents will be asked to sign a permission form;

2. parents should ask what tests will be given and what specific type of information is expected from each test;

3. test results will be discussed with them (it is important that the person who gave the test be the one who discusses the results with the parents) (West et al., 1986);

4. information should be used for development of an IEP as well as appropriate career guidance and counseling; and

5. only the individuals who are directly involved with the student's education have a right to access assessment results for the purpose of designing and implementing an IEP which includes vocational education.

The concept of assessment intimidates many people. However, it is a vital part of assuring a student an appropriate education and career transition plan. For this reason, parents and educators need to cooperate in developing an appropriate assessment strategy and effective use of assessment results (West et al., 1986).

Even more important, parents must acquire knowledge and skills for understanding and participating in the procedures and curricula of vocational assessment, work adjustment programs, and community-based training (Beckett et al., 1985).

Transition Plan

West et al. (1986) state that it is ultimately the responsibility of the parents and/or handicapped individual to ensure that access to additional services is available when needed. There are several things parents can do to ensure their son/daughter's transition from school to work:

1. develop a long-range plan;

2. update the long-range plan yearly;

3. use lifelong goals to ensure the relevance of the goals and objectives in the IEP; and

4. become knowledgeable of other service agencies.

Input into the plan should be obtained from the local education agency, appropriate agencies, and the handicapped individual. This plan would display the transition goals for the individual and how they would be obtained. The transition plan needs to cover all the skills the individual needs to live independently. These skills will vary from individual to individual. McDonnell, Sheehan, and Wilcox (cited in West et al., 1986) suggest the following areas be covered: income support, work/vocational placement, residential placement, community leisure options, transportation, medical needs, advocate/guar-

dian, long-term care, maintenance off family relations, and insurance. The transition plan is meant to help the parents and/or handicapped student become organized and prepared for the transition process rather than relying upon other individuals.

Hand-in-hand with the need for parents to be involved in the employment process is the need for them (parents) to be educated about the continuum of employment options that should be available for their son or daughter who has a disability (Anderson, Beckett, Chitwood, & Hayden, 1984). They also have to be informed about how their son's or daughter's work can affect the family's financial situation. The misunderstanding of their child's employment potential in conjunction with fear of losing governmental benefits are probably the major reasons for lack of parental support and involvement in the process (Wehman & Moon, 1986).

In addition, parents must learn to give more freedom to their handicapped children. This is necessary if they are to gain the independence required for employment. Only in this way will they be successful in working cooperatively and productively with teachers and other school and government officials in advancing their handicapped children (Beckett, Chitwood, & Hayden, 1985).

Parental Involvement in the Employment Process

The passage of specific legislation (e.g., P.L. 94-142 and P.L. 98-524) affords parents new opportunities for involvement in the educational planning for handicapped youth. Many parents, however, do not possess the knowledge and skills necessary to effectively participate in the referral, IEP, evaluation, and placement of their handicapped children. In an attempt to better educate parents, some states have developed advocacy training programs. One program offered by the Parent Educational Advisory Training Center (PEATC) in Alexandria, Virginia, demonstrates the positive impact of parent training in the education/transition process for handicapped students (Beckett, Chitwood, & Hayden, 1985). As part of PEATC's evaluation process, an interview of 500 of the 2,000 participants was conducted. Results revealed that all parents interviewed indicated they used one or more of the skills acquired in the course. In addition, school administrators found parents trained in the course to be "significantly different from parents who had not received training" (p. 145). Ways in which the administrators felt the parents who had been trained differed included:

a. These parents were more involved in the developing and reviewing of their child's education program.

b. They had more realistic expectations of what the schools were required by law to provide in the way of special education programs and services.

c. They participated more productively in the evaluation of their children prior to eligibility.

d. They provided more unique and relevant information useful in developing and implementing IEP's.

e. They were more influential in securing an appropriate educational placement for their children.

f. They were easier and more productive to work with than other parents (p. 145).

Although advocacy programs make a dramatic difference in parental involvement of the transition process, it must be remembered that many states do not offer programs of this nature. Parents are then left to their own resources and judgment.

Awareness of Programs

Most parents and handicapped youth have been exposed to the academic programs offered in a school. However, few seem to be knowledgeable of the vocational programs, components of programs, vocational alternatives, and course specifications.

This could partly be due to the fact that handicapped youth may not have been enrolled in vocational programs.

Several strategies have been proposed for increasing participation of parents in the process of transition. First, parents of handicapped youth can form advisory committees to work with other parents. Second, the schools can alter their preparation of students for employment by involving parents from the elementary grades. Third, professionals involved in employment training of handicapped youth must openly discuss concerns with parents and attempt to resolve problems before a job placement is made. Finally, once placement has taken place, communication needs to be consistent to reinforce the parents' knowledge that training and guidance are available (Wehman & Moon, 1986).

Employment Opportunities

Locating and securing employment after leaving high school can be a frustrating experience for handicapped youth. Will (1984) reported that there are 250,000 to 300,000 students with handicaps who leave public school annually. Coupled with the fact that unemployment rates are higher among handicapped persons than nonhandicapped persons, the outlook poses an air of defeat for many handicapped youth. In a study by Hasazi, Gordon, and Roe (1985), 84% of the handicapped youth surveyed reported finding employment through a self-family-friend network (p. 467), as opposed to specialized services such as employment agencies. An implication from this study is that parents could begin a self-family-friend network early in the student's educational career for part-time employment and eventual full-time employment.

The ultimate goal of transition is independent employment. For some parents of handicapped youth, independence is a difficult concept to come to terms with. They either feel their child cannot obtain independence or they do not acknowledge independence as an option for their child. In order to assist in the process of independence, West et al. (1986) recommend that student, parents, and teachers develop a long-range plan for the student in addition to the Individual Educational Program (IEP). Components for a plan could include items such as employment goals, social development, vocational goals, and possible courses in which to enroll. From the perspective of the authors, a long-range plan would:

1. identify future goals of the student and allow the members of the transition team to evaluate the student's current status in relation to future goals;

2. allow the development of a high school program facilitating graduation; and

3. serve as a guide when developing the student's IEP and could be reviewed annually in conjunction with the IEP review.

One vital aspect of parental involvement is the Individual Education Program (IEP) Public Law 94-142 which mandates that parents be involved in the IEP meetings. Unfortunately, parents sometimes forego their right to attend and have input in the IEP process. An additional barrier is the technical terminology (particularly when referring to assessment) professionals use during the IEP meeting. Parents can feel their comments and wishes are not given proper consideration. When attending, parents offer a unique perspective in terms of establishing short-term objectives and annual goals. Increased participation of the parents in the IEP process would better ensure a satisfactory outcome of the meetings as well as contribute to the overall effectiveness of the transition process.

Agencies and Support Services

Community agencies and services may assist the parent and school with the transition and employment planning for handicapped youth. Parents who are armed with information about support services and employment options which will prepare youth for appropriate employment are the strongest advo-

cates their children can have. In her model, Will (1984) stressed the significance of supportive services during on-the-job training for handicapped youth. It becomes obvious that a parent's ability to select appropriate services is related to the amount and quality of information they receive.

A parent survey was conducted by Berg (1985) to determine, among other concerns, their knowledge of community services available to handicapped youth. Most (78%) of the parents responding felt a need to know more about agencies and services. Less than half (45%) indicated they had had previous contact with any social service agency. However, a majority (85%) of the parents anticipated a need for information regarding counseling, education, legal aid, financial assistance, recreation, or vocational training during the next 5 years (p. 3). Berg, in his study, determined that handicapped youth and their families had numerous problems, but few sought help from local agencies. The study indicates that although parents realize a need for services, they do not know where or how to obtain information about the agencies.

Palmer (1985) offers the following recommendations to parents who are interested in establishing a solid support system for handicapped youth through the cooperation of school/parent/community:

1. Organize a Transitional Services Committee within your school district. It should consist of parents with children in each year of high school;

2. Develop a reading list of resource materials on transition for parents to use;

3. Meet with the Student Personnel Director, the Special Education Director, and/or Guidance Counselor to discuss already existing school services and to explore adding other transition-related services;

4. Survey the community to identify potential employment possibilities and to enlist the participation of business leaders in a Business Advisory Committee for special needs students; and

5. Survey the community to identify the range of services available to disabled youth after graduation from school.

When working with parents, professionals may find the need to refer them to special agencies. Local, state, and national agencies are available to parents and handicapped youth. A partial list of agencies which offer services is given below:

National Agencies

President's Committee on Employment of the Handicapped
1111 - 20th Street, NW - 6th Floor
Washington, DC 20035

Mainstream, Inc.
1200 - 15th St., NW, Suite 403
Washington, DC 20005

Association for Retarded Citizens (ARC)
2501 Avenue J
Arlington, TX 76011

National Library Services for the Blind and Physically Handicapped (NLS)
Library of Congress
1291 Taylor St., NW
Washington, DC 20542

National Technical Institute for the Deaf (NTID)
Rochester Institute of Technology
One Lomb Memorial Drive
P. O. Box 9887
Rochester, NY 14623-0887

Association for Children and Adults with Learning Disabilities (ACLD)
4156 Library Road
Pittsburgh, PA 15234

Self-Help for Hard of Hearing
7800 Wisconsin Avenue
Bethesda, MD 20814

American Association of the
Deaf/Blind (AADB)
14 Thayer Avenue
Silver Spring, MD 20910
United Cerebral Palsy (UCP)
66 East 34th Street
New York, NY 10016

State Agencies

Division of Special Education (in your state)
Division of Vocational Education
Division of Vocational Rehabilitation
Department of Mental Health Family Services

Local Agencies

Community services such as: YMCA, YWCA, Red Cross, Salvation Army
Civic Clubs such as: Chamber of Commerce, Rotary, Jaycees, Optimists
Other resources such as: hospitals, churches, Boy Scouts, Girl Scouts, Libraries.

Summary

As much as parents may desire to be closely involved in the process of transition, guidelines describing methods or suggested strategies for becoming involved are rarely available. As a result, each family unit must work through the process of establishing and maintaining quality educational programs. Professionals in the field of education can work together with parents to better assure a successful move from the school setting into the working world.

Parents are the ultimate consumers of the services provided to handicapped youth. They have invested their personal finances, taxes, emotional energies, and their children into an education/transition program. The result of their investment is the quality of life their child will experience in his or her adult life. As primary investors, they should be intimately involved in any process or program that serves their child.

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Occupational Transition Planning: Preparation of Related Services Personnel

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Transition from school to work is an outcome oriented process. The transition period includes the latter years of secondary schooling, years of postsecondary and/or vocational training, and the beginning years of employment. For the purpose of this article, transition plans will be defined as plans related to services which would facilitate an individual's movement through the structure of public education to the independence of an adult life as it relates primarily to occupational/career activities.

During the years since the passage of P.L. 94-142, counselors, teachers, and parents have all worked to communicate and develop educational placements for special needs individuals. Occupational transition planning (OTP) for special needs individuals is a direct outgrowth of the natural development/aging of the population first affected by P.L. 94-142. The purpose of this article is to identify the roles and responsibilities for transition planning and to outline a strategy for preparing teams of individuals who would be responsible for the preparation of transition plans for special needs individuals.

Occupational Transition Planning

There are numerous aspects to planning a transition program that will meet the individual needs of the special needs student. Attention to each part is necessary to provide an articulated and well-rounded educational/training transition program. The primary role of OTP is to plan and implement each of these aspects.

The first aspect of OTP is the investigation of career opportunities. There are many careers in existence which may be appropriate for special needs students. Planning opportunities to experience these careers is important to offer as many career choices as possible. Specifically, students should have the opportunity to experience/study careers in each of the following 15 career clusters:

1. Agriculture/Agri-Business
2. Business and Office
3. Communications and Media
4. Construction
5. Fine Arts and Humanities
6. Health
7. Home Economics
8. Hospitality and Recreation
9. Maintenance and Repair
10. Manufacturing
11. Marketing and Distribution
12. Natural Resources and Environment
13. Personal Services
14. Public Service
15. Transportation.

Appropriate decisions can only be made if students have appropriate information about an occupation's duties, skills, training, salary, etc. The information obtained by the student should verify the existence of a broad

range of occupational opportunities. In addition, coursework could be selected based on future occupation plans. Awareness of a broad range of career opportunities provides a strong foundation for occupational transition. Exploration of occupations through observation and related studies facilitates learning about an occupation. Low interest as well as high interest areas should be explored to facilitate decision making. Low interest areas may become high interest areas after exploration. Furthermore, traditional and nontraditional occupational areas should be explored to help students eliminate sex bias in thinking about occupations.

The second aspect of OTP is to provide actual occupational experience. The best indicator of whether a person can do a job is to perform the work over a period of time. Nothing replaces actual experience. The three primary purposes of work experience are to:

1. verify interest,
2. increase student skill level, and
3. evaluate ability to compete.

Varying rationale exist for part-time and full-time work at the high school level. Full-time work is not appropriate for all students. Some students may want to experience part-time work while still in school. Occasionally, students will opt for a light courseload in their senior year and take a full-time or part-time job. Other students may want a job separate from the exploration provided via the school program. Regardless of the circumstance, part-time or full-time work experience can be valuable and should be viewed as a step toward success. Actual occupational experience should be provided as an ongoing part of the OTP process.

As an integral part of the work experience portion of the OTP process, work readiness assessment should be conducted at regular intervals. Work readiness behaviors can be assessed by the student, peers, teachers, employers, parents, and the counselor. These behaviors are critical to keeping a job and advancing in a career. Students need an outside evaluation of these personal characteristics to put their overall abilities into proper perspective. Input provided from employers within occupational exploration or work experience setting may be included.

In addition to annual work readiness assessments, assessments of interest should also be a regular part of the OTP process. Interests assessment includes formal and informal evaluation of student interests relating to occupational programming.

Occupational interests assessment can be conducted formally with standardized interest inventories or informally using teacher-made materials. A formal instrument should be administered, particularly if staff managing occupational development are not trained in occupational counseling.

Leisure/social interests assessment may be informally completed through discussion and observation of the student's activities. Leisure interests should be considered when making career choices. Identification of a minimum of three preferred leisure/social interests is suggested.

Occupational related skills assessment should also be completed to provide additional planning information. Related skills assessment can include: academic assessment, aptitudes assessment, creativity assessment, functional capabilities assessment.

Academic assessment may be formally or informally completed within the student's daily education program. Although information regarding basic reading, writing, and math skills is essential, information about the student's functional academic levels is also important. These fundamental skills could include the ability to use money, calculate, read and write messages, read technical information, read and respond to safety signs, etc. These skills may be evaluated most efficiently by compiling information from the student, classroom materials, and through the use of formal testing.

Aptitude assessment is appropriate since many employers require screening tests in areas such as finger and gross motor dexterity, eye-hand coordination, and use of tools prior to employment. There are several

tests designed to measure special aptitudes which may be considered in an assessment program. In certain instances, counselors or educators may choose not to use an entire test and select one or two aptitudes to evaluate. The cost of special aptitude tests may warrant the exploration of other assessment options. School personnel should be aware of assessment opportunities through the area vocational-technical schools and other resource agencies in the community.

Creativity assessment may be formally or informally conducted in identifying behavior associated with initiative and the ability to work independently. This behavior includes curiosity, ability to identify and solve problems, tendency to take risks, sensitivity to detail, acceptance of being different, and ability to be critical. A creativity assessment can be completed based on information collected from a variety of different sources. In particular, parents may provide valuable data for this assessment. For example, activities the student has completed at home can add a wealth of information.

Functional capabilities assessment refers to the ability to lift and carry weight, maneuver within the environment, stand, walk, drive a wheelchair or sit over long periods of time, balance, coordinate, and use fine motor skills. A formal assessment completed through Rehabilitation Services is one method of gathering comprehensive information in this area. A physical therapy evaluation may also provide the necessary information for physically disabled students. If a formal assessment cannot be performed or appears unnecessary, an informal assessment can be completed.

Deficits in the functional capabilities domain may prevent some students from getting the job they want. In some situations, alternative careers must be chosen because the physical demands of a job cannot be met. Regardless of the disability, everyone has functional capabilities which can be used in OTP.

Independent living skills assessment may be formally or informally conducted. Assessment should include information provided from parents and student. Examples of independent living skills which could be assessed are community mobility skills, money management and budgeting skills, meal planning and preparation skills, housekeeping skills, personal hygiene skills, and other related skills. Assessment should focus on those areas which will affect OTP.

Work skills assessment refers to specific work abilities such as typing, data entry, welding, etc. These skills may be attained through formal training or through work experience. It is recommended that as many skills as possible be identified since the identification of work skills describes a student's capabilities, documents experience, and provides occupational awareness. In addition, a student's work skills will be useful to adult service agencies and future employers.

OTP should include skill training in applying and interviewing for a job. These skills may be needed several times during the student's occupational career. OTP should provide skill training in writing a letter of application, completing a job application form, and writing a resume. These skills should be practiced throughout the course of occupational planning to ensure a high level of competency.

Information for an accurate resume or data sheet should be completed by the student with assistance from the counselor or teacher. The resume or data sheet should list job exploration experiences and record information which allows potential employers to gain reference information.

Learning how to apply for a job requires practice. Simulated interviews, role playing, discussion, and performance evaluation are effective exercises to increase the student's awareness of appropriate behaviors. Completing actual interviews for jobs in the community should be a part of this activity.

Students can complete a job interview for an exploration work site and obtain feedback on performance. In some cases, the teacher or counselor may want to share information with an employer prior to a student's inter-

view or obtain sample questions for the student to review.

Setting short- and long-range goals is an important element in OTP. Students should be helped to develop short-term and long-term goals. Goal setting assists students in making commitments to improve themselves and their environment. With practice, goal setting can promote responsible behavior and give students a realistic method for approaching occupational planning.

Goals can be written for one day, one week, one month, or one year, depending on a student's needs. It is very important that the goals are realistic and achievable. Goals should be developed at least once each year starting in grade nine. The goal's record can be used to note change in interests and values from year to year.

The final aspect of OTP is to provide for linkage between and among training, educational, and service providers. Many disabled students and their parents do not recognize postsecondary training or continuing education as an option. Therefore, planning beyond high school is often delayed until after graduation. OTP includes establishing a postsecondary plan or expectation for continuing education at the 9th grade with modifications at each grade level. This timeline will allow enough time for expectations to be clarified and plans to be established. The process will require a thorough evaluation of the appropriateness of schools and/or private and public work training facilities. It will also require the identification of support services and agencies to assist in fulfilling the postsecondary plan.

Schools and work are not the only postsecondary resources for students graduating from special education programs. Alternative training programs could include on-the-job training, Job Corps, enclaves in industry, sheltered workshop programming, etc. Induction in a branch of the Armed Forces may be an appropriate consideration for some students graduating from special education.

If postsecondary training in public or private schools is a realistic goal, parents and students should begin visiting and researching schools at the 10th-grade level and continue until the 12th-grade level, at which time a final decision should be made.

After a school or training program has been chosen, the appropriate support services should be secured through Vocational Rehabilitation Services and through the school's support programs. The Vocational Rehabilitation counselor should be made aware of and involved in the vocational programming and postsecondary planning by the student's junior year.

If a community college or trade school is not a realistic postsecondary placement, a plan for placement in the military service or alternative training sites (e.g., JTPA) should be considered. Placement in competitive or sheltered work represents a third alternative. No matter what alternative is chosen, a plan should be established before graduation from high school.

For OTP to be successful, attention to each of the discussed aspects must be addressed. Individual needs can only be met if they are appropriately identified. Attention to each OTP aspect will facilitate the identification of needs and provide a basis for meeting those needs. OTP should be viewed as a dynamic and ongoing process.

Individual Roles and Responsibilities

OTP requires the participation of many service providers. Each provider has a role and a responsibility to the OTP process. The following briefly describes those roles and responsibilities:

Counselors are involved in a myriad of activities including student assessment, scheduling, IEP planning, academic and vocational counseling, personal counseling, community relations, and parent counseling and consultation. The counselor can assist students with individualized career planning and

the coordination of career education experiences. Occupational related services they provide to students, their parents, and classroom teachers are extremely important to the future success of these students.

If the counselor is unable to personally direct individual career planning activities, she/he can work cooperatively with teachers involved in the process. It is important that the counselor provide support and technical assistance to special education and vocational teachers. Counselors and teachers can make the occupation planning process more effective when they work together.

It is essential that counselors be familiar with the options available to disabled students within the community. Awareness of the postsecondary institution, service agencies, and community and financial resources is essential in developing an effective OTP.

The regular classroom teacher must be an active participant in the OTP process. They can provide assistance in addressing the student's ability to succeed in the regular classroom. Their input is important in identifying needed support services. Awareness of the needs of the student will make transition into regular classes more beneficial for the student and the teacher. Regular classroom activities should be as large a part of the educational experience as possible. The regular classroom teachers' participation in OTP will facilitate this placement.

Special education teachers are in a unique position to assist special education students with career planning. They are responsible for developing individualized education program (IEP) plans. The special education teacher should be assisted by counselors and vocational teachers in developing the vocational component of the IEP. The teacher can provide assistance in addressing the student's special needs related to occupational planning and preparation.

The vocational education teacher should be actively involved in developing the vocational component of the student's IEP and OTP. The vocational component of the IEP should include short- and long-term goals for the special needs student which relate to individual needs, learning styles, and career interests.

The vocational rehabilitation counselor serves as a consultant during the student's occupational education programming. They should provide the student, parents, and school personnel with information about adult service options so appropriate plans can be made for a transition from school to work. When a student enters the 11th grade or its equivalent, the vocational rehabilitation counselor should begin attending IEP meetings and receiving educational information from the school. Participation in the IEP process is essential in sharing information and learning more about the students and their needs.

Parents have an interest and responsibility in OTP. They are instrumental in the decision-making process involving services to their child. Parents' expectations, opinions, and knowledge base will influence the scope of the transition plan. It is essential that school personnel provide parents with the information needed for them to make pertinent decisions.

Students should be actively involved in the occupational transition planning process. Students play a key role in the development and implementation of career goals and in the transition from school to work. School personnel and parents should assist the student in the development of a comprehensive plan.

Barriers to the Development of OTP

Past experience indicates that schools and other service providers fall into traps that naturally prevent or make difficult the implementation of OTP for special needs students. These traps should be realized and considered in the OTP process. Some of them are:

1. Even though law mandates equal access to education, local programs remain

devoid of handicapped students. A firm commitment to mainstreaming is needed if effective mainstreaming is to occur. Staff development and administrative support needs to be generated to make it happen. Separate programs for some disabled students will be necessary and should be considered in addition to mainstreaming.

2. Teachers at the secondary level have fears that special needs students will be injured if allowed to use tools or machines, or that special needs students will fail if allowed to enter vocational classes. Therefore, they need assistance in overcoming these fears.

3. Many teachers at the elementary and secondary level are not trained in special education and consequently assign lengthy reading assignments, require copious notetaking, and use other methods unsuited to the special problems of handicapped youth. Practical techniques can be suggested and/or assistance provided to overcome instructional methods which can serve as barriers for special needs students.

4. Secondary special education programs are often modeled after elementary programs. These programs largely focus on academic skills such as reading and math and do not cover the career competencies necessary at the secondary level. Secondary programs need to focus on career/life coping skills as well as academic skill development. A sequenced program is needed to accommodate career development processes.

5. Special education and regular education teachers are subject-matter trained. They generally do not have background experience in career/vocational education. Therefore, career/vocational education is often neglected. Teachers may need assistance in planning and training for career/vocational experiences.

6. Special needs students are commonly stereotyped by special and regular teachers as capable of only the most menial, boring, and low-level jobs available. Programs end up promoting a limited scope in the thought that if a person is limited somewhat, then broad exploration in many career areas is fruitless. This pigeonholing should be guarded against in planning and implementation.

7. Students, teachers, counselors, and administrators generally do not have a system to keeping track of a student's career development. Consequently, students forget what has been done and professionals change positions often and new people have no idea of the progress or experience students have had. This situation is confusing to students, parents, and professionals and should be addressed in local planning and record keeping.

8. Parents of special needs students are commonly perceived as being unrealistic about the child's occupational choices and are difficult to involve in the education program. Therefore, they are excluded in program plans, curriculum, evaluation/vocational assessment, etc. Parents have a significant effect on their child's career development to the extent that it can undo all that is done in school. Proper planning should involve the parent if a school program is to reach maximum potential.

9. If career and vocational assessment of special needs students is conducted at all, it is usually done only at the secondary level and without regard to any theoretical orientation or planned use of the data. Interpretations and use of the information are most often considered only of the teacher, counselor, or evaluator when, in fact, the experience itself is giving information to the student to think about and use in the career development process. Evaluation and assessment needs to be sequenced from elementary to secondary and put into a plan that can be used by the student, parent, counselor, teacher, and administrator.

10. Special needs students are perceived as not needing a post high school plan because it is believed that they do not have potential for training or that appropriate services are not available to help them succeed. The reverse is most realistic. Special needs students need a transition plan (secondary to postsecondary or work) and someone to help

them establish the plan because all too often the student and parent are caught without any plan for activity beyond high school. Many special students have the potential for postsecondary training and need it to enter work. With this training they can succeed.

11. Schools often graduate special needs students before they have acquired appropriate skills and behavior necessary to secure and maintain employment. Current laws allow schools to program for students up to age 22, but schools are graduating students at ages 17 and 18. Consequently, several years of valuable time is being discarded in favor of early graduation. This situation should be considered carefully in local planning for career/vocational education.

Each of these 11 barriers could and are used as excuses to not provide for articulated OTP. While there is some truth to these barriers, they should not be used as reasons to avoid planning. For example, some parents may be unrealistic about their child's occupational choice (not all parents are), and unrealistic parent expectations should be a major reason to provide for OTP. Each of these barriers in their own right needs to be understood and confronted if the OTP process is to be successful.

Considerations in Achieving Collaboration in OTP

When linking different service providers together, the issue of collaboration can become quite complex. Many issues arise which can undermine the collaboration process. Commitment to collaboration must be achieved at all levels of the organizations in which it will operate. The concept of collaboration has to be considered at each of the levels of the system in which OTP operated. If it is not, the collaborative process will be difficult to effect. It is unlikely to expect an idea suddenly introduced at point M to be successfully implemented if it was not examined at points A-L.

Looking at collaboration at the service delivery level, OTP requires an understanding of group processes. The OTP team is a small group subject to many of the same "growing pains" as any group. Hence an examination of the group formation process may aid in understanding the behavior of team members. It is important to recognize the phases a group undergoes during its formation. All too often, one abandons a group when conflicts arise. The conflict may not only be temporary but necessary and functional. Likewise, group members may become too optimistic about the calmness/ complacency exhibited by a group during its formative stages. Members may be astounded when actual delivery of service is difficult to achieve. An investigation of the phases of group process (even one as basic as presented here) may enable one to understand group interaction and encourage one to work toward mature and effective group formation.

The development of a climate conducive to team purpose occurs in the first or affiliation phase. This phase includes the establishment of goals, tasks, and recognition of professional competencies. During the affiliation phase, individual OTP team members take on various group roles which may change as interaction prolongs. An initiator may aid the team by proposing innovative problem solutions. The information seeker asks logistical questions. The opinion seeker looks for others' viewpoints. The elaborator expands on ideas. The coordinator directs conversation. The summarizer synthesizes. Though all of these roles contribute to group process, group process cannot be successful if one role is allowed to predominate over others and prolongs the affiliation phase. The affiliation phase can evolve successfully if there is agreement on OTP team goals, commitment to the team, and assumption of responsibilities by all.

In the next phase, consolidation, members no longer unquestionably accept other team members' contributions. Supportive evidence for stated assumptions are requested. This is an important and necessary activity because it establishes the credibility

of each team member. Each member must also believe in the credibility of each other member. This will facilitate maximal utilization of each member's potential input, thus indirectly enhancing group cohesion. Each member's personal and professional integrity has to be protected. Some nonfunctional roles which may hinder the team in this phase are: the aggressor vents hostility, the blocker continually resists ideas, the recognition seeker seeks the spotlight, and the dominator over-powers the group.

The synthesis phase is identified by a concern for quality work and an "esprit de corps." This phase is characterized by "norming" and "performing." Norming is related to the achievement of solidarity and cohesion. Performing is related to the ability of the OTP team to function effectively as a whole. Group building and maintenance roles emerge which regulate, strengthen, and perpetuate the team's operation.

When the group has achieved the qualities of this final phase, it is ready to serve its main purpose--decision making. Although the group may have rendered decisions previously, the effectiveness of interaction leading to future decisions and the quality of those decisions will increase.

Factors for OTP Team Decision Making

There are many factors to consider in the decision-making process that will have direct relationship to the quality and effectiveness of services. The following factors may affect the decision-making process even after the team is well established: (1) roles and role clarification, (2) interpersonal communication skills, (3) personal characteristics and professional skills, and (4) member attitudes.

Role clarification is one of the basic tasks a group member has to establish upon entering a group. Team members need to have a clear idea of their team roles in order to use time efficiently. There are six barriers that relate directly to role establishment. They are:

1. lack of understanding of different theoretical orientations,
2. territoriality,
3. professional insecurity,
4. role rivalry (my role is more critical than yours),
5. lack of role definition, and
6. individual participation problems.

Defining roles at the very beginning of group interaction would appear to lessen the chances for some of these barriers to break down group function.

The team selected to make placement and programming decisions for special needs learners is composed of members concerned with psychological, medical, social, instructional, and administrative needs of the learner. Each of these members carries a set of role expectations for themselves and for every other member on the team. These expectations are communicated formally and informally to each other. Disagreement among members' expectations of who should fill what role leads to inaction, lack of group commitment, and consequently no decision making. Role disagreement can occur within a profession as well as between professionals in the planning team group. Role expectations reflect the relative influence each member has in the general school organizational structure. Thus, if a member felt he/she had little influence on the school system, he/she felt less responsibility to make planning team decisions. Hence, the school structure may operate to restrict members' participation in decision-making activities.

Interpersonal communication skills is the second factor affecting group decision making. Group work is not an endeavor to be undertaken by all people. Sometimes the personal characteristics of team members will hamper their ability (or the group's ability) to participate in group decision-making situations. The presence of certain psychological characteristics will greatly affect the success of collaboration in the OTP process. Among these characteristics are: openness to others' ideas, listening skills, and ability to make nonbiased decisions. These characteristics would certainly facilitate com-

munication involved in group process. Individual adult egos must become subservient to communal goals. As in any team (education, sport, business), the aim is to work toward team recognition and achievement instead of individual success.

Competency in one's own field should be achieved in addition to the development of psychological characteristics. Competency allows one to contribute to the team, develop personal security, and perhaps increase one's participation in group process. As discussed previously, participation is related to satisfaction with group process. Furthermore, competency in one's own field may lessen the role apprehensiveness felt upon entering a team. If this is coupled with a working knowledge of other disciplines, an individual can become a very effective team member.

Attitude is the fourth factor affecting decision making processes. Role clarity, effective communication, and development of personal skills are necessary to effect quality group decision making. However, if one's attitude toward interdisciplinary group process is unfavorable, the aforementioned cannot be developed. Group process is doomed. One must truly believe in the interdisciplinary process.

The ultimate success of the OTP process will be directly affected by the team members' willingness to alter their beliefs and practices and to share and expand. Respect and understanding of others' disciplines must be fostered before entering into the group process. The OTP team approach to decision making will be ineffective if members cannot see their common core. This involves formation of the attitudes that there is a common concern among professionals for their clients. If professionals view the special needs student as needing a very narrow range of services, then only a few professionals will be accepted on the OTP team. The development of positive attitudes toward all disciplines involved on the OTP team is essential to success.

The ultimate success of the OTP process is dependent on the ability of the team to plan and implement a holistic plan. This necessitates cooperation and understanding on a wide range of issues. Being able to address these issues and overcome them is essential to group success. Attention to group processes will greatly enhance the opportunity to realize that success. The following section offers some suggestions on facilitating cooperative OTP for special needs students.

Planning for Cooperative OTP Linkages

Effective planning and cooperation does not just happen. It must be carefully planned and developed. Care must be taken along the way to avoid unnecessary conflict which will undermine ultimate success. The following are some of the issues that should be addressed in developing implementation strategies. Attention needs to be given to the OTP team. Staff development activities should be developed to address the previously discussed issues to team process and decision making. Interagency cooperation has similar needs to team process and should also be included in planning. Including both personal and institutional (education, public, and private service providers) in the collaboration process will require planning strategies for both in order to adequately provide for a basis of cooperation.

OTP team member development should include in-service on group processes. An understanding of the elements of group interaction and development will relieve tension and facilitate group action. Providing an understanding of roles and role classification will benefit all team members. Expanding interpersonal communication skills will facilitate group interaction and decision making. Sessions on developing positive attitudes toward OTP is critical to provide for team participation and follow-through. Identification of the role of personal characteristics and professional skill will help to keep the team on track and avoid dominance by individuals.

Developing an understanding of role clarification is an essential element of the staff development process. A thorough

knowledge of team members' roles is essential. Team members need to know what their role is and what each other team member's role is in order to participate fully in the team process. An early step in development should be the development of clear roles and role expectations.

Training in communication skills is important to equalize the communication process between members and to monitor group interaction. Communication skills are important to: (1) monitor general communication processes (i.e., paraphrase, clarify assumptions, attend to emotional context of statements, summarize, perceive body language), (2) monitor the meeting process (keep group on task, allow all members to participate, interrupt ramblers, end meeting on time), and (3) resolve interpersonal conflict (i.e., interpret blaming statements, anticipate problems, and keep strategies realistic). Team members should develop skills in synthesizing information.

All members of OTP teams should prepare themselves for the roles of facilitators and synthesizers. Practicums preservice and in-service training need to be offered which include training in these communication techniques. As long as professionals continue to work in groups, effective communication will be a vital determinant of the groups' decision-making capabilities.

Overcoming stereotypes and professional rivalries in order to develop positive attitudes toward all team members is not an easy task. Expanding one's field of vision through recognition and acceptance of other professionals should not lead to feelings of vulnerability; rather, the prospect of solidifying and strengthening the services OTP teams provide to the special needs student should encourage professionals to pursue each other with vigor. Developing proper roles and clarification of those roles will greatly enhance cooperation among professionals.

Interagency cooperation development poses much the same considerations for in-service as OTP team member development. An understanding of each agency and the roles and expectations that each agency has to deliver services to special needs individuals is an important basis of cooperation. Too often linkages fail for the simple reason that role responsibility was not clear or an agency was selected to provide a service that they could not provide. A basic element of interagency cooperation, in-service should be a clear understanding of each agency's roles and responsibilities.

The next element of in-service would be the development of interagency communication processes. A basic part of this activity would be the development of common terms and definitions or at least an understanding of each agency's terms and definitions. A clear understanding of language uses is critical for effective communication.

Overcoming stereotyping and agency rivalries is another element of cooperation. Developing an acceptance of each agency's role in delivery services is important. Security of agency is a critical barrier to collaboration. An atmosphere of "safe" collaboration must be developed before any meaningful cooperation can take place.

Developing proper agency attitudes toward cooperation is important but not easy to achieve. Patience is needed to develop attitudes that will facilitate cooperation. The "nothing to gain" and "everything to lose" attitude will hamper cooperation. This attitude can be subdued if an atmosphere of trust, understanding, and cooperation can be fostered. It is unlikely that this will occur unless it is planned for and carefully implemented.

Summary

The development of OTP team and agency cooperation can be compared to the formation of any small group. It is subject to evolutionary phases which include: recognizing other participants' concerns and establishing a hospitable climate (affiliation), questioning and conflict (consolidation), and producing quality collaborative work (synthesis). Recognition of the phases undergone during the collaboration formation com-

bined with diplomatic monitoring of group process increases the chances of establishing an effective linkage. The time and patience necessary to effect collaboration development may be more easily accepted if participants understand something about group process.

Decision making is the major task of any team. Educational team decisions appear to be influenced by four factors: role classification, interpersonal communication, personal characteristics, and attitudes. Participants need to be made aware of the importance and necessity of their individual roles before they are able to participate as effective decision-making participants. Individual roles need to be defined and respected by the other participants.

Furthermore, group members should recognize the role of the team as a joint entity. Interpersonal communication involves a willingness to ask questions and ask the right questions. It increases the body of information necessary to make well-informed decisions. Clarification of professional jargon is another result of good interpersonal communication. The role of synthesizer was presented as a possible catalyst of interpersonal communication. Personal characteristics such as confidence in one's own skills, openness to suggestions, and good listening skills were identified as skills group members should have prior to or develop upon joining a team. These characteristics, together with attitudes toward cooperation, can make or break a group's decision-making capability.

OTP is here to stay. Public legislation, for the special needs student, expanding disciplines, and increased parental involvement all demand that people and agencies collaborate. Well-planned OTP has the potential of renewing professional competencies and broadening professional viewpoints. Through its inclusion of many participants, OTP techniques have the potential to develop a well-rounded educational program for each special needs individual.

Employment for Persons with Disabilities

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Introduction

High school age youth with disabilities are capable of preparing for and achieving much higher levels of jobs. The job expectations of youth with disabilities, their parents, teachers, vocational rehabilitation counselors, and employers need to be expanded. Many of the service providers for youth with disabilities have assumed that the All Handicapped Children Act (P.L. 94-142), the Carl B. Perkins Vocational Education Act of 1984 (P.L. 98-524), and other recent laws have met the needs of disabled youth. While legislation of the last few years has improved the education of youth with disabilities, there are several important goals which have not been achieved. No assurance has been given that youth with disabilities will receive education for employment or be assisted in getting a job and functioning successfully in adult life. Too many youth with disabilities are joining their older disabled peers in the ranks of the unemployed. The purpose of this paper is to l) review the current employment status of youth with disabilities in the United States, 2) provide examples of jobs which are currently being performed successfully by persons with disabilities and which could be replicated by other disabled persons, and 3) describe how educators and other service providers can assist youth with disabilities in acquiring similar jobs.

What Are the Current Employment Problems Facing Disabled Persons?

Disabled youth and adults are characterized as unemployed. The Harris Poll on Disabled Americans' Self-Perceptions (1986) stated that 40% of disabled persons over age 16 did not finish high school. According to the study, the truest definition of what it means to be disabled in the United States is "not working." Two-thirds of all disabled Americans between ages 16 and 64 are not working. Of the persons with disabilities who are employed, only 25% work full-time, and another 10% work part-time. Bowe (1984) in a statistical report drawn from Census Bureau data found similar results.

Perhaps one of the more significant outcomes of P.L. 94-142 is that disabled youth are staying in school longer and more students are graduating. During this time, it is assumed that these disabled youth are receiving additional skills in the areas of prevocational skills, vocational education, and living skills. However, the unemployment of youth with disabilities, as measured by recent studies, is still high. Researchers in several states have found high unemployment rates among recently graduated special education students. These students had disabilities in the mental, learning, emotional, hearing, visual, and physical areas. The following researchers found high unemployment rates: In a Washington State study, Gill (1984) found that 48% of recent graduates were unemployed; Hasazi, Gordon, and Roe (1985) in Vermont found 63% unemployed; Zigmond and Thorton (1985) in Pittsburgh found 24% unemployed.

Severely disabled youth face an even more critical situation after graduation. Many need additional and ongoing services to assist

them in obtaining employment and moving into the adult life. Halloran, Engelke, Donehey, Lewis, and Walsh (1986) reported on a survey that obtained information from state directors of special education regarding problems being faced by severely disabled students exiting the schools who require adult services. The responses of the state directors of special education confirmed that the more severely disabled students exiting public school programs face significant problems in finding and accessing appropriate adult services to meet their continuing need for assistance. Problems which the state directors identified were:

- the limited availability of community-based services,
- competition with other clients for available programs,
- the lack of effective coordination between schools and adult service agencies and within the adult service community,
- parental concern over the situation they and their children encounter in the transition from the school to adult services,
- the need to address the importance of leisure and community life arrangements in transition planning,
- lack of state legislation to expand community-based services.

As a group, persons with disabilities are characterized as being unemployed, underemployed, or employed on a part-time basis. Other common characteristics of the disabled worker are that their jobs do not provide the benefits of insurance, paid vacations, retirement plans, or advancement to a job which would provide these benefits.

Many educators, parents, employers, and service providers have accepted this employment situation as the "status quo" for persons with disabilities. Youth with disabilities and the people who work with them have good reason to raise their expectations and aspirations about what persons with disabilities can accomplish. Significant numbers of role models of disabled persons performing successfully in business and industry are available. Employers are open to hiring and advancing disabled employees. The next section provides information about the success of persons with disabilities who are currently working in business and industry.

Can Successful Role Models be Found?

The answer to this question is yes. An increasing number of persons with disabilities are achieving success in business and industry. Their successes can inspire others to raise their expectations as to what kinds of jobs can be performed by persons with disabilities.

A national project on replicating jobs in business and industry for persons with disabilities is being conducted by Tindall, Gugerty, Dougherty, and Heffron (1987). Employers from across the nation have contributed hundreds of job descriptions on jobs which disabled persons are currently performing successfully in business and industry. These job descriptions cover all disability areas and levels of disability. Employers have provided a broad range of information about the jobs, duties performed, and considerations and accommodations which are provided to their handicapped employees. The employer's business address is provided along with a person to contact for additional information. Every effort is being made to identify jobs which will raise the employment expectations of disabled persons. Stereotypical jobs are not sought or catalogued.

Examples

Three examples are provided in this paper to show the types of jobs which persons with mental, learning, and physical handicaps are performing in business and industry.

The disabled employees in examples one, two, and three receive above-minimum wage, especially in examples one and two.

Employees one and two are receiving benefit packages which include paid vacation, paid holidays, pension plan, and medical, dental, and life insurance. Employee three is also receiving considerable benefits. All three employees work 40 or more hours per week and have been with their employers over a period of time.

Significant duties performed by the three disabled employees are detailed in the areas of leadership, problem solving, computer, math, writing, reading, communication, and manual perception tasks.

Duties performed by the three disabled persons differ considerably. However, each person is performing specific tasks that are important to the employer. Each employer is providing different but specific considerations to each handicapped employee. The cost of the considerations varies. The employee with the mental handicap cannot work alone. The cost to remedy this problem is minimal, but it is a consideration that does require action and supervision by the employer. The employer of the physically disabled person spent considerable resources to accommodate the disabled employee. Accommodation costs could have been incurred by the employer of the learning disabled employee.

Why Do Employers Give Special Considerations to Disabled Employees?

One of the myths about hiring persons with disabilities is that the cost of accommodations will be greater than the dollars returned. Another myth is that employers will hire persons with disabilities only when financial incentives are provided. There are incentive programs which provide employers with financial resources when they employ a person with a disability. Four of these incentive programs are the Targeted Jobs Tax Credit, Job Training Partnership Act, Projects with Industry, and the Vocational Rehabilitation On-the-Job Training. However, an employer usually does not agree to hire a disabled person just for the financial incentive. Employers use financial incentives as a training resource, with the knowledge that they will be getting an employee that will be of value to their business after the training is completed.

Probably the major reason employers hire persons with disabilities is the realization that the person is a real asset to their business, and any accommodation cost is worth it. This is evident in the case of employee two. The employer spent $6,000 in accommodations for the disabled employee. What was the employer's reward for spending this money? The answer was given when the employee's strengths were listed--enthusiasm, intellectual skills, and analytical skills.

Employers are providing accommodations for persons with disabilities in many ways. A bookkeeper with mental illness is provided with a special work area, transportation to and from work, and counseling for continual support. A blind broadcaster is provided assistance in answering mail and entering copy in a computer. Audio-level indicators and other broadcast equipment are labeled in braille. A learning disabled cook is provided with 5 hours of close supervision per week by the employer to help avoid mistakes. The list of job accommodations which employers are providing is nearly endless; however, many disabled employees require no accommodations of any kind.

Are Similar Job Opportunities Available for Secondary Level Youth with Disabilities?

The response to this question is yes, providing that disabled students receive state-of-the-art instruction and an opportunity to acquire work experience. It is not the intent of this paper to define an entire secondary education curriculum. However, the following areas must be included in a secondary curriculum to help disabled youth prepare for these jobs.

Employee Number One

Production Worker

Mental Handicap

D.O.T. #727.687-022

Company Information

Company Name
RAYOVAC Corporation
2851 Portage Rd.
Portage, WI 53901

Description of Company
Light manufacturing - button cell batteries

Number of Employees
261 this site

For more information, contact
Frank Graeber
Plant Personnel Manager
(608) 742-5373

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
Medical history is filled out

Other Job Requirements
Union membership

Job Information

Wages
$7.00 per hour

Benefits
Paid vacation
Paid holidays
Pensions
FICA
Workers compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:00 am to 3:30 p.m.

Work Setting
Factory

Probationary Period
30 work days

Employment History
8 years with company
8 years in this position

Narrative Description
Production worker must perform a variety of jobs due to changing employment levels. Employee has worked at closing press, cell assembly, and packaging department.

Physical Demands
25% sedentary 75% light work

Physical Activities
Noise

Environmental Conditions
High rate of production
Precision/quality

Work Group
Large group

Standard Training Period
30 days

Standard Amount of Direct Supervision
Minimal

Employee Number One (Continued)

Production Worker

Mental Handicap

Significant Duties

Leadership/Administrative/ Managerial
- None

Problem Solving/Reasoning Tasks
- Recognize the effects of changing quantity or quality of materials
- Correct deficiencies

Computer Tasks
- None

Mathematical Tasks
- Count

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly

Manual Perceptual Tasks
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Operate machine(s)

Special Considerations for This Worker

Limitations
- Cannot work alone

Special Training
- Employee entered permanent employment, received a wage increase and became a union member upon completion of the training.

Job Accommodations
- Employee must work under close supervision due to potential problems with co-workers. Employee counseled to only bid jobs requiring close supervision.

Personal Strengths
- Good attendance
- Normally keeps up with production
- Normally identifies quality defects

Financial Incentives for Hiring
- Unknown

Other Job Replication Factors
- Must stand, detect quality problems, and keep pace with a production process.

Employee Number Two

Occupational Therapist

Paraplegia

Company Information

Company Name
St. Joseph's Hospital and Health Center
30 West Seventh Street
Dickinson, ND 58601

Description of Company
Acute care hospital with inpatient alcohol and other drug abuse unit and inpatient psychiatric unit.

Number of Employees
304 total company
304 this site

For more information, contact
Jim Diemert
Director or Rehabilitation
(701) 225-7387

Requirements of This Job

Academic Credentials Required
Bachelor's Degree
American Occupational Therapy Association certification
North Dakota license

Work Experience Required
Psychiatric and alcohol and drug training preferred (2-3 years).

Examinations Required
Physical

Other Job Requirements
None

Job Information

Wages
$1958 per month

Benefits
Paid vacation
Paid holidays
Pensions
FICA
Workers compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 am to 5:00 p.m.

Work Setting
Office

Probationary Period
3 months

Employment History
6 years with company
6 years in this position

Narrative Description
Employee provides group and individual therapy on goals such as self-esteem, assertiveness, sexuality, anger, goal setting responsibility.

Physical Demands
100% sedentary

Physical Activities
Push, pull, reach, sit, turn, see, color vision, sense of smell, sense of taste, sense of touch, finger dexterity

Environmental Conditions
Dust, dirt, odors, noise, inadequate ventilation, mechanical hazards, moving objects

Special Conditions
High level of stress (deadlines, etc.)

Work Group
One-to-one, small and large groups

Standard Training Period
None

Standard Amount of Direct Supervision
Minimal

Employee Number Two (Continued)

Occupational Therapist | **Paraplegia**

Significant Duties

Leadership/Administrative/ Managerial
- Represent the company at external functions

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches of solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Devise new ideas and better work methods

Computer Tasks
- None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concept of greater than and less than
- Handle basic calculations (+,-,x,/)
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Make and use measurements
- Use formulas (translating, substituting values)
- Prepare budgets

Writing Tasks
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Produce intelligible written documents
- Identify and correct errors in writing

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Tend machine(s)
- Operate machine(s)
- Set up machine(s)
- Operate job-related power tools(s)
- Use keyboard skills
- Develop visual presentations

Special Considerations for This Worker

Limitations
- Lifting, carrying, standing, walking, kneeling, squatting

Special Training
- None

Job Accommodations
- Employer remodeled confined areas to accommodate wheelchair ($5,000); built ramps and designated a few parking spaces ($1,000.)

Personal Strengths
- Enthusiasm
- Intellectual skills
- Analytical skills

Financial Incentives for Hiring
- None

Other Job Replication Factors
- It was really very easy things the hospital did should have been done anyway.

Employee Number Three

Stock Clerk

Learning Disability - Reading Problem

D.O.T. #222.387.058

Company Information

Company Name
Tates Supermarket, Inc.
4th & Sherman Street
Clymer, PA 15728

Description of Company
Supermarket food - retail

Number of Employees
50 total company
50 this site

For more information, contact
Frank Petro, Manager
(404)254-4420

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
None

Other Job Requirements
Union membership

Job Information

Wages
$4.50 per hour

Benefits
Paid vacation
Paid holidays
Pension
Worker's compensation
Unemployment compensation
Medical insurance

Work Schedule
Permanent status
6 days a week, 7 hours a day
9:00 a.m. to 4:00 p.m.

Work Setting
Supermarket

Probationary Period
None

Employment History
4 years with company
2 years in this position

Narrative Description
Stock shelves and prepare cut cases of items for display

Physical Demands
100% light work

Physical Activities Performed
Push, pull, reach, climb, turn, see, finger dexterity

Environmental Conditions
None

Special Conditions
None

Work Group
Small group

Standard Training Period
3 months

Standard Amount of Direct Supervision
Minimal

Employee Number Three (Continued)

Stock Clerk

Learning Disability - Reading Problem

Significant Duties

Leadership/Administrative/Managerial
None

Problem Solving/Reasoning Tasks
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Devise new ideas and better work methods

Computer Tasks
None

Mathematical Tasks
Understand concepts of greater than and less than

Writing Tasks
None

Reading Tasks
Identify work-related symbols/signs
Read simple directions

Communication Tasks
Follow intent of oral directions

Manual Perceptual Tasks
Hand work

Special Considerations for This Worker

Limitations
Reading, following written directions

Special Training
Special training provided repetition of both instructions and work duties. A wage increase was given upon completion of the special training.

Job Accomodations
One year adjustment to grocery store environment. Trainers repeated instruction and required duties.

Personal Strengths
Good common sense
Organizes and completes detail work on store displays.

Financial Incentives for Hiring
Targeted Jobs Tax Credit

Career education which raises the expectations concerning the career options available to youth with disabilities.

A plan for providing *day-to-day living and coping skills*.

A plan for providing *prevocational skills*.

A plan for providing *vocational skills*.

A plan for providing *work experience*.

A plan for *job placement and follow-up*.

A plan for providing *support services* for those disabled youth who are not ready for work and the adult life upon leaving or graduating from high school.

A plan for helping eligible disabled youth *move* to a postsecondary educational institution.

Indications of the Readiness of Disabled Youth to Move into the World of Work

A national assessment of the special and vocational education programs and their ability to assist disabled youth in acquiring and keeping jobs is not available. However, at least two indicators are available. One is the continued high unemployment rate discussed at the beginning of this paper. The high unemployment rate for disabled youth and adults might be a reflection upon the education received through the existing educational system.

A second indicator is the success of disabled youth in the nation's Job Training Partnership Act (JTPA) programs. Figures compiled by the President's Committee on Employment of the Handicapped (1985) show that disabled youth have a higher positive termination rate than their nondisabled peers. The same report shows that the entered employment rate of disabled youth is nearly equal (64% vs. 65%) to nondisabled JTPA participants. A positive termination in the JTPA means that the JTPA participant entered, 1) unsubsidized employment, 2) apprenticeship training, 3) non-title II training, 4) the armed forces, 5) returned to full-time school, 6) completed a major level of education, or 7) achieved locally established youth competencies.

This author reasons that the success of youth with disabilities in JTPA programs is to a great extent due to the vocational and special education input provided prior to the JTPA program. The prior special and vocational education background of the disabled participants provided an "edge" over their nondisabled peers. A study conducted by Tindall, Gugerty, and Dougherty (1986) gave similar indications. They provided detailed descriptions of over 100 JTPA programs in which disabled youth comprised from 6% or 7% up to 100% of the youth in the JTPA program. Disabled youth were consistently high in positive terminations and entered employment rates. It was not uncommon for 100% of the disabled youth to positively terminate from a JTPA program.

Success in JTPA programs may imply that disabled youth, in many instances, have acquired sufficient skills to help them be successful in the work life. What they needed most was a program which strengthened their transitioning skills. JTPA activities and services which provide this type of assistance are:

- job search assistance,
- employment and job counseling,
- development of work habits,
- work experience,
- vocational exploration, and
- on-the-job training.

No attempt is being made at this point to speculate that all youth with disabilities are on the verge of transitioning to work or that secondary programs lack only a final transitioning step. Education for life and work should be incorporated into the entire secondary education program. The more severely disabled students will need to be directed to agencies which can continue assistance to them when they leave or graduate from high school. Other disabled students need assistance in enrolling in postsecondary education to acquire further training. Joining the ranks of the unemployed should not be an option.

Work experience is probably the most needed asset to be acquired by today's disabled secondary school youth. Youth with disabilities will not likely move into the higher level jobs until they have acquired considerable work experience and/or additional education. Therefore, the first step on the road to a higher level job is work experience and that first job or jobs.

Crossing the Transition Bridge to Work

Work experience and jobs for youth with disabilities cannot be acquired without the help of employers in the community. Neither can work activities be successful without the assistance of all involved players--these players being special and vocational educators, school administrators, rehabilitation counselors, parents, and others. It is the assumption of this writer that three factors now exist in our communities to assist in transitioning to work:

There are a significant number of disabled youth ready or nearly ready for work experience and on-the-job training.

Special and vocational educators, administrators, rehabilitation counselors, parents, and other service providers will cooperate to form partnerships with the business community to help disabled students acquire work experience and on-the-job training.

Employers will cooperate in setting up and providing work experience and on-the-job training for disabled youth.

The task at hand is to plan and implement job development and job placement strategies at the secondary level. Communities cannot afford to postpone this process. Job development and job placement processes are well developed and documented and will not be discussed here. However, a list of appropriate references to assist readers in developing and implementing job development and job placement strategies can be found at the end of this paper.

Advantages of a Job Development and Job Placement Unit

An obvious advantage will be the placement of the community's disabled youth into many kinds of work situations that will assist them in transitioning to work and the adult life. It means independence for the youth with disabilities.

The partnerships between the school, vocational rehabilitation, community-based agencies, and the employers in the business community will provide insights for improving the education of the disabled youth. Education and training can be more closely aligned with employer needs and the needs of disabled youth in preparing for employment. A steady improvement in developing a relevant curriculum should occur over a number of years.

Conclusion

A great amount of resources has been spent during the last decade to provide education and training to youth with disabilities. Money from the federal and state levels has funded programs and projects for the nation's elementary and secondary school disabled youth. Progress in the education and training of disabled youth has been made. However, the continued high unemployment rates for disabled youth and adults indicate that some changes in education and employment strategies may be in order.

There are increasing numbers of disabled persons who are successfully performing high level jobs in business and industry. These persons should serve as models to raise the expectations of disabled youth as to what they might achieve in the world of work. The jobs that persons with disabilities are successfully performing can be replicated for persons with similar disabilities in similar employment situations.

Replication of jobs performed successfully by disabled persons or the acquiring of similar jobs by persons with disabilities is contingent

upon disabled individuals acquiring entry level and advanced skills through experience or appropriate education. Possibly the most needed skill is experience in the world of work. Many secondary schools are providing living skills, prevocational, and vocational skills, but are not transitioning youth with disabilities to work.

This writer strongly advocates that disabled youth be provided with work experience, on-the-job training, and any other experiences which will acquaint them with the world of work. Joining the ranks of the unemployed is not an option.

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Issues in Interagency Planning: Understanding the Impact of Job Training Partnership Act Program Activities on Special Needs Populations

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Interagency planning among programs offering employment related instruction and services is critical during this time of increasing budget cuts. Professionals involved in vocational education programming for persons with special needs must become familiar with other programs providing employment related activities to assist in expanding the available services in a local area and to minimize their duplication.

There are a variety of reasons why coordination among agencies should occur. Getzel, Salin, and Wacker (1982) identified some of the factors that can lead agencies to pursue collaborative efforts:

- a number of different agencies may provide the same or similar services,
- few agencies possess all the necessary resources to meet the totality of client's needs,
- a scarcity of resources and funds demand the most effective use of available services,
- high quality services provided in sufficient quantity and in orderly fashion require case management techniques,
- a well-coordinated and systematic delivery of services facilitates the identification of gaps and barriers.

Sarkees and Scott (1985) have described a process which can assist in directing the joint planning among agencies on state and local levels. This process includes investigating services required by special needs individuals so that their vocational goals can be reached, determining which agency can provide which services and to what extent these services can be shared in a cost effective manner.

Effective coordination of services can in part require individuals to learn about the goals and objectives of other programs available in the community and how they are carried out. Knowledge of who is eligible for services, what types of programs or services are available, and how to access these services are just a few examples of the areas to explore when pursuing cooperative efforts.

One important resource vocational education professionals should consider exploring for potential joint planning is the Job Training Partnership Act (JTPA), which is the nation's major employment and training legislation. Funds are allocated to establish programs to "prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment . . ." (Section 2 of the Act). Examples of the types of services available through JTPA include:

- job search assistance
- employment/job counseling
- vocational/occupational/institutional skills training
- awareness of employment and training services

- work experience
- vocational exploration, career guidance and education
- on-the-job training

Coordination of JTPA policies and services with other public agencies is a major goal of the legislation. In a study conducted by Walker, Feldstein, and Solow (1985), over 50% of the Service Delivery Areas (SDA) surveyed cited coordination with education and vocational education as a priority area. Because of the emphasis given to youth in the legislation, a number of contracts have been received by public schools, vocational schools, and community colleges for specific classroom training in a majority of the localities administering JTPA funds.

Barriers to joint planning still exist between educational agencies and JTPA programs. Walker et al. (1985) found that coordination was made more difficult by the overall reduction in JTPA funds. This tended to affect, for example, work experience programs and administrative costs such collaboration generally requires. Typically, this meant that the Private Industry Councils (PIC) who administer the funds on a local level abandoned employability programs combining school and work in favor of shorter-term transition programs.

Joint program planning among agencies means having a strong commitment to working on an agreement which will benefit persons with special needs, a knowledge and understanding of other agencies' program goals, and developing creative strategies and approaches to utilize funds to enhance services. Vocational education professionals must study the current trends in serving special populations and determine the impact of these trends on local programming decisions.

Coordination of JTPA services with other public and private organizations is one area that has been the focus of several research studies. There are numerous research efforts on JTPA and special needs groups. These research topics cover a broad spectrum, providing information on the number and characteristics of individuals being served, policy issues surrounding the implementation of JTPA services, effective programming strategies, and the implementation of JTPA across the country.

These are but a few examples of the areas being researched by organizations with the purpose of eliciting data on JTPA. Information obtained through research can assist in identifying special populations still in need of gaining access to services, issues surrounding joint program planning, ideas on how programs can be implemented more effectively, or future directions for policy development and program emphasis.

The data summaries and results of the research discussed in this article are intended to provide an overview of how JTPA is currently being implemented and the impact it has had on persons with special needs. The information is provided to offer background knowledge on JTPA activities and areas to consider when pursuing coordination efforts with JTPA programs.

JTPA and the Handicapped

The President's Committee on Employment of the Handicapped (1985) released figures on the national enrollment levels of handicapped populations in JTPA. Based on participation in Title II-A programs, 8.1% handicapped adults and 9.7% handicapped youth received services. The national total of handicapped youth and adults participating in JTPA programs was 8.7%.

Currently, there are relatively few research efforts which focus directly on the handicapped in JTPA programs. Information is limited on such areas as program mix, policy implications, and effective program strategies. The two studies reviewed here provide the most comprehensive information to date on the handicapped in JTPA.

A study conducted by Smith (1986) provides insight on JTPA's impact on handicapped persons. Results of a telephone survey of 35 SDA across the country are summarized in *JTPA for Handicapped Adults and Youth: A Study in Do-it-Yourself*.

The conclusions drawn from the study offer valuable insights on possible influences which can encourage high service levels of handicapped participants in JTPA. The factors or conditions identified by Smith (1986) as potentially influencing higher service levels are:

- The SDA had indicated that one or more representatives of handicapped individuals were on the Private Industry Council.
- The SDA had highlighted handicapped individuals either in a special section of the training plan or were mentioned specifically by name for special attention.
- Nonfinancial or financial contracts or agreements were entered by the SDA with recognized handicapped service providers.
- Some special programs for handicapped individuals were provided along with mainstream programs in the SDA.

Smith found where all four of these conditions or factors existed, handicapped participant levels were higher than the national average. Where one or more of these factors were not present, the service levels in the SDA surveyed fell below the national average. As indicated previously, 8.7% handicapped youth and adults have received services under JTPA. Smith found service levels of 10.2% where all the factors existed; where one or more factors were not present, the service level dropped to 6.4%.

Other influences affecting the service levels of the handicapped in JTPA programs were identified which appeared to exert a positive effect on the levels of participation. They included the role of the governor in assisting handicapped persons to receive JTPA services, the appearance of strong advocates on the State Job Training Coordinating Councils, and the effort by state and/or local officials to use funds creatively from other resources to match JTPA funds.

Another study conducted by the Vocational Studies Center surveyed state and local personnel regarding their program planning and training activities for handicapped youth (Tindall, Gugerty, & Dougherty, 1985). The results published in *Partnerships in Business and Industry: Helping Handicapped Students Become a Part of the Job Training Partnership Act* can provide practitioners with a variety of resources to assist youth in obtaining services.

The two major studies described can be used by professionals concerned with the employment and training needs of the handicapped to help identify weaknesses in the delivery of services on a state and local level and assist in increasing their involvement in JTPA programs.

JTPA and the Disadvantaged

The research on disadvantaged populations being served by JTPA programs covers a wide range of topics conducted by a variety of organizations. The following discussion of research results can only touch on a few of the activities occurring in the employment and training field.

The National Alliance of Business (NAB) conducted a national survey of the SDA's finding that high school dropouts and welfare recipients were the two population groups most targeted. Table 1 summarizes NAB's findings on client targeting (cited in Comptroller General's Report to Congress, 1985).

Even though dropouts have been targeted by the SDA as a population to serve, a small percentage have actually received services when reviewing data released by the U. S. Department of Labor (1985). Table 2 summarizes the percentages of participants served during the first half of Program Year 1985 (July through December).

Walker et al. (1985) studied the issue of participant characteristics in JTPA programs, which are generally structured to be as efficient and streamlined as possible. They found that the SDA believed programs specifically designed to attract youth and dropouts were more expensive to design, administer, and operate. A majority of the

Table 1

NAB's Findings on Client Targeting

Target Groups Identified by SDA	Number of SDA	Percent of SDA
High School Droupouts	462	79.2
Welfare Recipients	439	75.3
In School Youth	403	69.1
Minorities	402	69.0
Handicapped	388	66.6
Female Heads of Household	316	54.2
Veterans	291	49.2

Table 2

JTPA Participant Levels
Program Year 1985 (July - December)

Participant Characteristics	Percent Served
Economically Disadvantaged	92
Minorities	45
Public Assistant Recipients	41
Youth (under 22)	42
School Dropouts	25
High School Graduates	59

SDA surveyed in their study had no separate training programs for individuals who did not complete high school and provided only minor funding levels for remedial education. Additionally, the SDA which did serve the highest percentage of youth were typically able to do so through large in-school programs whose primary target was high school seniors not planning to continue their education upon graduation.

Figures on the SDA employment preparation activities were also released by the U. S. Department of Labor for the first half of Program Year 1985. Table 3 summarizes the results.

Walker et al. (1985) found in their study that the majority of the SDA were in fact concentrating their training activities in two major areas: classroom training and on-the-job training (OJT). Their study revealed that the PIC were generally less interested in multicomponent programs that utilized two or more training strategies for an eligible participant.

Overall, the level of classroom training as a part of the total employment and training activities was approximately the same as

Table 3

JTPA Program Activities
Program Year 1985 (July - December)

Program Activity	Percent of Enrollees Assigned to Activities
Classroom Training	39
On-the-Job Training	23
Job Search Assistance	20

under CETA. On-the-job training, however, received a major increase in the funding allocations in 72% of the survey sites and some increase in 16% (Walker et al., 1985). The reasoning behind the increase in OJT activities was twofold. First, OJT is conducted on the employers' premises, requiring no additional placement services once the participant is successfully trained. Second, several of the business representatives on the PIC believed the wage subsidy allowed during the OJT is more readily understood by the business community.

JTPA Program Outcomes

The National Alliance of Business developed a table illustrating the Performance Standards established by the Department of Labor and the actual performance of the SDA during Program Year 1984. Table 4 provides the program outcome data (NAB, 1986).

Table 4

Performance Standards and Actual Outcomes for Program Year 1984

	Performance Standards for PY 1984	Actual Performance for PY 1984
ADULT		
Entered Employment Rate	55%	67%
Cost per Entered Employment	$5704	$3201
Average Wage at Placement	$4.91	$4.84
Welfare Entered Employment Rate	39%	57%
YOUTH		
Entered Employment Rate	41%	52%
Positive Termination Rate	82%	68%
Cost per Positive Termination	$4900	$3091

Two of the seven performance standards were not met by the SDA during Program Year 1984. Average wage at placement and the positive termination rate for youth were not fully met. The most frequently cited difficulties by the SDA in serving youth are not enough eligible youth in their localities, low program youth costs (resulting in failure to meet the required expenditure rate as stated in the law), insufficient marketing by SDA, and problems recruiting and motivating youth (NAB, 1986).

Measures to evaluate the effectiveness of JTPA programs, other than using the performance standards, have been left up to the states and SDA to implement. Such methods as post-termination follow-up of participants is not presently required by the federal government. The NAB (1986) found in their study of the SDA that an overwhelming majority supported the idea of following participants once they are terminated from JTPA programs. To what extent the SDA implement participant follow-up procedures will determine how accurately the impact of JTPA employment programs is measured.

Summary

Numerous factors will play a role in shaping the future years under JTPA. Economic trends and labor market demands will influence the emphasis on skills taught in training programs. Legislation will have an impact on budgeting decisions and program priorities. These same factors will affect vocational education and its future will have a bearing on who receives services and the range of services provided.

It is therefore essential that coordination efforts between JTPA and other service providers serving similar populations are pursued. As indicated previously, Smith (1986) in his study found a positive effect on the enrollment levels of handicapped persons when local officials matched other resources with JTPA funds. Successful coordination efforts will require time, energy, and creative strategies to utilize funds for joint planning. Walker et al. (1985) found that typically those SDA which initiated coordination efforts had strong leadership and financial incentives.

Interagency planning can provide professionals a wider range of resources to help achieve a balance between meeting the needs of special populations and operating programs on limited funds. Coordination efforts can also provide ideas and strategies for future program direction and emphasis in the service delivery system.

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Remediation Strategies for Students in Postsecondary Institutions

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Introduction

Fundamental to the success of any social organization or institution is the presence of commitment and understanding of an agreed upon mission. Commitment must begin at the top and be effectively communicated through each echelon to the various units within the organization in order to create a sense of importance and hopefully a shared mission.

As postsecondary vocational education transcends itself to face a changing technological society, we must recognize our mission includes a wide spectrum of students with varying abilities and needs.

Choate (1982) creates a scenario of the future for public and private training programs that includes the following goals: a) to provide entry level skills to more than 8 million individuals who will enter the labor market in the next 10 years; b) to provide upgrading and retaining skills for 100 million employed individuals; and c) to provide remedial education and training to over 10 million workers who are functionally illiterate. This certainly has implications for postsecondary vocational education institutions in this country. With large numbers of adults enrolling in programs for initial training, upgrading, retraining, and mid-career changes, one issue to be addressed will be the remedial services that will have to be available to many of these individuals prior to and during their training program.

In January 1987, the Advisory Group to the Executive Committee on Reform in Higher Education of the National Education Association drafted policy statements and programmatic recommendations relating to access remediation and retention in higher education. The Advisory Group expressed the opinion that public expenditures for education must be considered as an investment in the future of America. The report stated that there is no justification for excluding minorities and the disadvantaged from the opportunities in the mainstream of American education.

There is a growth of an "underclass." To reverse this development will, in the opinion of the reporters, require affirmative and aggressive social and educational programs designed to identify and motivate "at-risk" students and provide them with access and support programs.

Among the programmatic recommendations made by the Advisory Group were the following:

- Educational goals and remediation programs at all higher education institutions should be developed, implemented, and evaluated by appropriate teaching personnel; remediation should occur in institutions where the problem exists.
- Adequate and appropriate programs should be provided to ensure that all students have an opportunity to acquire the skills necessary to gain admission and succeed in all postsecondary education programs.
- Remediation programs should enjoy

full funding at the postsecondary level, but not be accorded degree credit status.

- Remediation programs in higher education should be staffed by regular, full-time faculty who have appropriate expertise in remediation and developmental education.
- To increase retention rates, remediation programs in higher education should include adequate academic counseling and other support programs that increase a sense of belonging at the institution for the "at-risk" student.

Georgia's Response to the Situation

The State of Georgia has a network of 31 postsecondary vocational technical schools dedicated to providing vocational education for the citizens of the state. In order for this network of schools to provide better educational services, the Georgia State Department of Education, Office of Vocational Education, contracted with the Associated Educational Consultants, Inc. (AEC), to develop a comprehensive admissions system for use by all of the Georgia postsecondary vocational technical schools. As a result of this contract, the norms from 17,000 students enrolled in 100 postsecondary institutions in 50 states were used to design a network of learning centers called Career Development Centers (CDC) as a component of the admissions process. The design of the CDC Learning Center, described in the manual developed by AEC, concentrates on meeting the needs of individuals relative to their vocational goal and focuses on the necessary instruction, guidance, and motivation for each student directed to the CDC. These needs are primarily focused on:

(1) the identification of student abilities and interests and the development of the basic skills required to ensure success in the chosen vocational program, and

(2) the assessment of student abilities and aptitudes for placement in the vocational program in which success can be anticipated.

The admission of students to the CDC is a component of the overall admissions process. Every applicant who applies for admission to the area vocational technical school (AVTS) is given the American College Testing Career Planning Profile (CPP). The results of the test determine whether the applicant is accepted for the vocational program or recommended for acceptance into the CDC. The criteria used to refer individuals to the CDC as a result of their performance on the CPP are as follows:

(1) a projected grade point average of less than 2.0 computed from the prediction scale in the Testing Guide (AEC, 1982), and

(2) a low stanine on the CPP (generally defined as a 3, 2, or 1) in an area considered essential for the applicant's stated program choice, regardless of the fact that the applicant's overall grade point average might be above a 2.0.

Minimum stanine levels on the CPP are used to identify the level of achievement required for admission to specific vocational programs. The range of stanine levels for admission ranges from a stanine of three (3) for those vocational programs that require less academic achievement for success to a stanine of seven (7) for high technology vocational programs. In addition, various methods and tools are used to obtain the personal vocational goals of applicants directed to the CDC so that the student is assisted in identifying and in achieving an appropriate vocational goal.

A trained support staff is assigned to work with students in the CDC. This support staff includes the following:

(1) Handicapped Specialist--assists handicapped individuals in meeting their vocational objective; is the liaison between the referral agencies, the school, and the student.

(2) Disadvantaged Specialist--assists disadvantaged students in obtaining services necessary to be successful in a vocational program.

(3) Vocational Evaluator--provides vocational assessment and evaluation of handicapped and disadvantaged students' aptitudes and interests.

(4) Academic Specialist (computation skills)--provides remedial instruction in math for academically disadvantaged students.

(5) Academic Specialist (communication skills)--provides remedial instruction in communication skills for academically disadvantaged students.

How Handicapped Individuals Get to Athens Tech

Serving handicapped individuals who reside in the 12- county service area of Athens Tech is one aspect of meeting the needs of the "at risk" student population. Handicapped persons are referred to Athens Tech from several sources. The primary referral agency is Rehabilitation Services, Division of the Department of Human Resources. Other referral agencies include Rehabilitation Services, Division of the Veterans Administration, mental health clients who are not eligible for Rehabilitation Services, and a small number from the Department of Family and Children Services who do not meet the requirements for Rehabilitation Services. Also, Athens Tech serves Worker's Compensation clients who are referred by private rehabilitation agencies.

The Handicapped Specialist also works very closely with the Related Vocational Instructor (RVI) Specialist in the high schools assisting them in referring students to the area vocational technical school for continuation of their vocational training. Some handicapped individuals refer themselves or are referred by the Office of Admissions to the Handicapped Specialist.

Process of Admission for Handicapped Applicants

As soon as a handicapped individual contacts the Handicapped Specialist, the process of admission to Athens Tech begins. An appointment for a vocational evaluation is the first step. An individual vocational evaluation includes an assessment of interests, aptitudes, academic achievement, and special needs of the applicant. Based on the results of such an assessment, a vocational training program is developed.

Utilizing the results of the vocational assessment, a vocational training plan is developed by the counselor from the referral agency, the Handicapped Specialist, the Vocational Evaluator, and the student. The initial vocational training plan may go through numerous revisions before a final training plan is written.

It is important to note that Athens Tech does not have enough different vocational programs to meet the needs of all training plans developed for handicapped students. Therefore, much effort is put into placing students in institutions where their individual training needs can be met. This is particularly true of Veterans Administration clients whose vocational training needs fall into many categories. If handicapped applicants can be served by Athens Tech and provided they meet entry level requirements, they are placed in vocational training programs as space becomes available.

From those handicapped applicants who do not meet entry level academic requirements, such individuals may be admitted on a provisional basis provided they meet specific guidelines established for provisional admission.

If the applicant's entry level scores are below those set for admission as a provisional student, he/she is placed in the CDC for remediation classes only.

Applicants who are identified as learning disabled, mildly mentally handicapped, and, in most cases, those who are deaf are placed

directly in a vocational program and are provided support services which include tutors and, when available, an interpreter for the deaf. All of these services are based on the individual need of the student.

In the event a student is obviously not capable of completing all of the courses required in a vocational program, a modified program to include segments of the curriculum in which the student can be successful is developed. The successful completion of prescribed specific courses should result in the acquisition of skills necessary to obtain gainful employment.

Programs at Athens Area Vocational Technical School

Athens Area Vocational Technical School has added another dimension to the comprehensive admission system recommended by the State Board of Postsecondary Vocational Education. This dimension is the admission of provisional students. Provisional student admittance provides applicants who scored within two (2) stanines of the established standard for admission the opportunity to enroll on a limited basis in the vocational program and receive remedial instruction during the same quarter. No student who scored below a stanine of two (2) on the CPP is provisionally admitted to any program.

Any student whose academic achievement level on the CPP is more than two (2) stanines below the criteria set for admission to a specific vocational program is referred to an individualized, open-entry lab (CDC) for assessment, evaluation, and remediation prior to entering the program. The flow chart in Figure 1 shows how students are placed in remediation or in the CDC and how they exit.

Admission as a provisional student gives the individual an opportunity to review necessary academic skills and take a class in the vocational program of the individual's choice. Many prospective students who have been out of school for an extended period of time do not need developmental instruction, but simply need a review of skills they once learned but have not used for a long time. Requiring this type of individual to take remediation only before entering a vocational program tends to cause discouragement and usually the individual does not have the motivation to complete the remediation required to enter the vocational program.

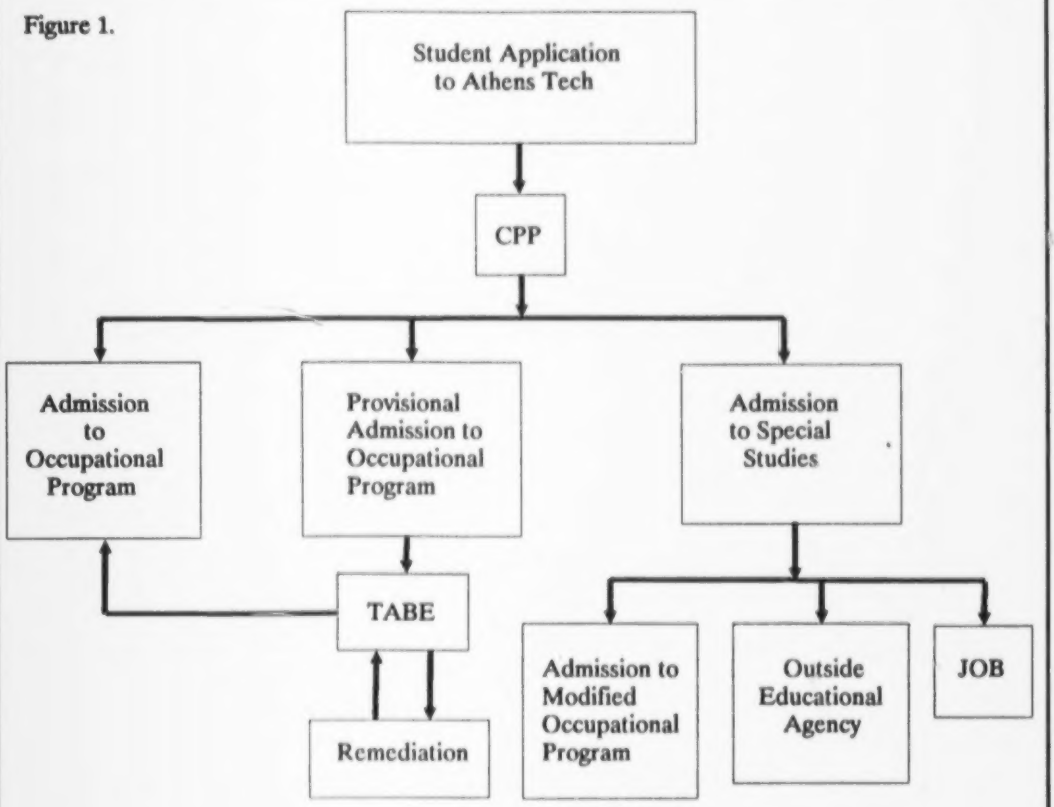
All applicants who are accepted for admission on a provisional basis are notified by the Office of Admissions of the provisions attached to their acceptance. If the applicants choose to enter school as provisional students, they are advised by the Disadvantaged Specialist on the date they enter as to the requirements they must meet in order to continue in school and how they may change their status from a provisional to a regular student.

Applicants accepted as provisional are given a standardized diagnostic test to support the CPP test results that indicated the applicant needs remediation. If the diagnostic test does not support the CPP test results but indicates that the student does not need remediation, the applicant's provisional acceptance status is dropped and he/she is admitted with no provisions attached.

Those individuals who must take remedial classes are then assigned to remediation at the appropriate level--either math, reading, or language--depending on their identified needs. Students can elect to take a maximum of two remedial classes each quarter. Reading is a prerequisite for language; therefore, students may take both math and reading or math and language, but not reading and language in the same quarter. Along with remediation classes, the student is also permitted to enroll in a class(es) in the desired vocational program. The remedial vocational class in which the student is permitted to enroll will require the least use of the academic skill that needs to be remediated.

Individuals accepted provisionally who do not exempt remediation continue in that remedial course for one quarter. At the end of that quarter, if the student has made satisfactory progress (a passing grade point

Figure 1.



average) in the remediation class, he/she is permitted to take an exit examination. The exit exam is a different form, but at the same difficulty level of the diagnostic test administered at the beginning of the quarter. When the student makes the required exit score and satisfactorily completes the vocational class(es) attempted that first quarter, the provisional status of the student is changed to regular status.

Remediation classes for provisional students have a two (2) quarter time limit. Any student who does not achieve the required academic level the first quarter must continue in remediation for a second quarter. The student will also be permitted to enroll in another vocational class during the second quarter.

Any provisional student who has difficulty exiting the remediation classes or who has difficulty in the vocational class is referred to the Disadvantaged Specialist who arranges with the Vocational Evaluator for a complete vocational evaluation, and he/she is counseled as to the options available. The options could be a modified program designed to teach a single job skill, a vocational program change, or even a referral to an outside agency such as the Job Corps.

Handicapped students who are identified as academically disadvantaged and who meet the criteria set for provisional student admission are admitted to the vocational program and remediation classes the same as those provisional students who are not handicapped.

Summary

Remediation of academic deficiencies is important to the success of students in vocational programs at the area vocational technical school. In the past, an area of concern for area vocational technical schools has been that applicants in need of remediation would not enroll for remediation only prior to being enrolled in a vocational program. Another concern is that students enrolled in remediation came for a short period of time and dropped out. Many of those who dropped out indicated that they did not feel they were making progress toward attaining their vocational goal.

The addition of the provisional student enrollment opportunity at Athens Tech provides numerous advantages to the institution. Some of these advantages are as follows:

1. Increased enrollment in vocational courses

2. Increased enrollment and retention of students in remediation classes

3. Improved retention of students in vocational programs

4. Lessening of frustration with school by those experiencing academic difficulties

5. Improved public relations.

The provisional student enrollment program has positively influenced student retention at Athens Tech. The 83% retention rate during the first quarter of the program was a 43% increase over the previous quarter. Increased retention is an indicator that students feel that they are not just "marking time" in a remediation program but are progressing toward their vocational goals.

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Job Survival for Handicapped Students and The Third Dimension of the Vocational Education Curriculum

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If placement in and retention of a satisfying job is the goal that vocational education has for its students, then what beyond the usual curriculum modifications must be done to enhance the opportunities for handicapped vocational education students to survive and succeed in a competitive world of work? The traditional curriculum modifications designed to strengthen the skill development of the handicapped students represent the obvious; but if vocational education is to succeed fully with those handicapped students placed in its care, more must be done. All dimensions of the curriculum must be fully developed and instructional systems/materials prepared to deliver them to the students.

Bloom (1956) has divided learning and, therefore, curriculum into three domains--affective, cognitive, and psychomotor. With these domains in mind, vocational instructors developed the acronym *ASK* (for attitudes, skills, and knowledge) to guide them in the preparation of curriculum and instructional delivery systems. *ASK* implies an equal investment of time and effort in all of the three domains. Unfortunately, in most instances all resources and energy for curriculum development have been directed toward the preparation of materials for the skills and knowledge domains. The affective domain, or the third dimension of the vocational curriculum (Scott, 1983), has been left to occur by chance. (This was never the intent of the Founding Fathers, by the way. A major focus of Prosser's 16 theorems was on the affective side. Through the use of habit psychology, he hoped future workers would develop positive patterns of on-the-job behavior.) This neglect of the affective domain persists in spite of continuous feedback from the business/industrial complex, indicating that most jobs are lost for interpersonal and attitudinal reasons, not from lack of job skills (Klaurens, 1972).

Since Klaurens wrote that axiomatic statement in 1972, and vocational education has arrived in the 1980s, an era when the pressure on all dimensions of education has intensified, the "paying public" has made an all-out effort to assure that the education community understands its needs and the seriousness of those needs. The demand for academic excellence came across loud and clear in 1983 with the publication of *The Nation at Risk* report. The demand for positive worker attitudes and related employability skills followed almost immediately.

In the recent past, it has been my good fortune to have continuous direct contact with business and industry. For 3 years I served as a member of the American Vocational Association/National Restaurant Association Advisory Council. In that activity and others, I have organized and/or participated in a number of business/industry information dispensing forums and panels. These panels or forums have been held in cities ranging from Washington, D.C., to Florence, South Carolina. The speakers and discussants on the panels included entrepreneurs, plant managers, small business people, representatives from labor, an assortment of engineers, and a number of production line supervisors. The message

has always been the same. Paraphrased in composite form, these representatives have said, "If the United States is to be competitive in a world economy, its workers must be firmly grounded in the basic education skills, know-how to apply these skills in the work setting, and above all have positive attitudes, work habits, and an orientation toward productivity."

The paraphrased statement above represents the standard future workers must meet if we are to compete in a world economy. To meet this standard, these students must be literate, be able to apply what they know, and above all they must possess the worker attitudes and employability skills necessary to produce in a competitive world economy. This position is corroborated in report after report. The report of the panel on secondary school education for the changing workplace, entitled *High Schools and the Changing Workplace: The Employer's View* (1984), offers a broad view of this position and recommends content and program methodology for resolving the issue. The college board's report, *Academic Preparation for the World of Work* (1984), went beyond its title to express concern for "on-the-job behavior and attitudes" that schools must take responsibility for developing if America is to continue to compete.

The college board report offers specific guidance in identifying these on-the-job behaviors and attitudes. Their study group was particularly interested in the following behaviors: (1) being motivated, (2) self-discipline, (3) personal appearance, (4) a sense of the work ethic (which was defined as including punctuality, attendance, self-discipline, respect for standards in work performance, acceptance of responsibility and accountability to the employer, respect for structure and authority, participation as a team member, and a sense of pride in the job), and (5) integrity.

Donald Merachnik's article in the winter 1987 issue of *The Journal for Vocational Special Needs Education* brings that message into focus for those of us who are concerned with preparing handicapped students for the work force. Merachnik's principal thesis is the need to establish job placement as a primary goal for handicapped students in vocational education.

Job placement and successful employment require the same from the handicapped student as they do from any other person entering today's work force. The student must have something of value to trade and be something of value. This especially means that the student must have a strong repertoire of employability skills. These employability skills can be defined as a set of appropriate worker behaviors that enhance the student's success and increase his/her value to the employer.

The purpose of this paper is to identify those employability skills and to offer guidance for infusing them into the vocational curricula in a systematic way that will benefit the handicapped students. The fulfillment of this purpose can be accomplished through a four-step curriculum planning and development process. These four steps are:

1. Identify the employability skills or worker behaviors perceived by students, instructors, workers, and other key personnel from business and industry as essential to occupational survival.

2. Isolate from research and the related literature other worker behaviors that appear to be necessary for continued successful employment.

3. Categorize the needs into groups to facilitate their induction into the curriculum.

4. Plan and develop the curriculum and the instructional materials for the employability skills identified in steps #1 and #2 and categorized in step #3.

The compiled and synthesized results from step #1 will form the basic content for the Third Dimension component of the curriculum. A list can be developed from the information collected in step #1 that will reflect the occupational survival needs perceived by students, workers, faculty, and key personnel in business and industry. The ful-

fillment of step #1 and the creation of this list will require the application of a variety of data collection techniques.

Panels of workers, supervisors, personnel officers, and managers can be used to produce an initial list of the affective skills necessary in the workplace. These panels should be asked to concentrate on worker behaviors (other than skills and knowledge) that are either improper or deficient among young workers.

Since most vocational/technical faculty are also former workers in business and industry, they too can be of help. The faculty can be divided into small groups for brainstorming sessions. These sessions should concentrate on developing a list of career growth and worker survival needs based on their collective experiences.

A card sort technique of the type recommended by Dagley and Hartley (1976) can be used to help students identify and express their needs. This process consists of a deck of index cards, each of which has one concern listed on it. The students are allowed to stack this deck in an order that best illustrates their concerns and needs. A tally sheet is then used to rank the concerns from high to low for the total group.

The final activity in step #1 is to consolidate all of the information collected from these populations into a composite list. Those items appearing on the lists from all sources should be given top priority; those on only one or two of the groups' lists should be given a lower priority for induction into the curriculum. At the end of this activity, there should be a single list of needs in priority order.

Step #2 of the process requires that a review of the literature and current research be conducted to identify additional needs and concerns relating to worker attitudes and behaviors. The list developed from the literature review will be used to verify and expand the list created in step #1. The final list produced from steps #1 and #2 will form the content basis for the *Third Dimension* of the vocational education curriculum. Research studies such as those by Nelson and O'Neil (1977), Porreca and Stallard (1975), along with others cited in the introduction and summary of this article, will be helpful starting points for the faculty wishing to collect occupational survival skills from the literature.

Since needs statements in and of themselves cannot be introduced directly into the curriculum, the third step of this process converts the collected needs to task statements and categorizes them into appropriate learning groups. This organizing step facilitates their induction into the total curriculum. Step #3 requires that the basic lists be carefully reviewed to determine the commonalities, eliminate duplication, and finally to group the various needs categorically. This will require the creation of discrete categories that can provide precision in grouping the needs statements for the purpose of increasing their cumulative learning effect. The competency profile categories in Figure 1 represent examples of the discreteness required.

The final activity in step #3 requires that the needs be converted into task statements. By restating the need as a task, it becomes both precise and, most important, performance oriented. For example, the student need stated as "I need help in filling out a job application," can be converted into the task statement, "completing job applications and business forms." From this task statement, a performance objective can be prepared in behavioral terms and the curriculum development process begun. By using the literature cited in this paper to provide the base and the topics identified in the Florida Department of Education publication, *A Guide to Employability Skills Materials* (Kromhout, Heath, Kirschbaum, McMurtrey, Pittman & Price, 1975) as the categories, a sample task analysis or competency profile can be developed. This sample competency profile is shown as Figure l.

Step #4, which includes planning, designing and developing the *Third Dimension* curriculum, requires special consideration. Most vocational education instructors al-

Figure 1.

Competency Profile for Employability Skills

I. Obtaining Employment
- A. Choosing an occupation
  1. Acquiring information about self to be utilized in occupational decision-making
  2. Acquiring information about occupations and the world of work
  3. Preparing to make occupational choices
- B. Locating potential employers
  1. Displaying knowledge of available resources
  2. Using personal initiative
- C. Securing initial information
  1. Clarifying the job and its duties
  2. Securing information via interview
- D. Applying for a job
  1. Establishing general procedures for applying for a job
  2. Obtaining job interviews
  3. Preparing application forms and resumes
  4. Completing pre-employment testing

II. Maintaining Employment
- A. Demonstrating interpersonal relations
  1. Verifying interpersonal relations with superiors
     - 1.1 Demonstrating that one understands and accepts organizational levels of authority, rules, and regulations
  2. Verifying interpersonal relations with co-workers
     - 2.1 Displaying the importance of cooperation with others
     - 2.2 Displaying respect for other people, including their rights and property
     - 2.3 Displaying acceptable moral standards and behavior
     - 2.4 Getting along with people with a variety of personalities
     - 2.5 Working as a team member
  3. Verifying interpersonal relations with customers
- B. Establishing positive work habits
  1. Showing concern for time utilization
     - 1.1 Being reliable and punctual
     - 1.2 Keeping busy during slow periods
  2. Accepting and handling responsibility
     - 2.1 Being honest and dependable
     - 2.2 Showing self-reliance and reliability
  3. Demonstrating concern for safety and neatness
  4. Using instructions
  5. Showing pride in workmanship
  6. Working with a minimum of supervision
  7. Demonstrating an orientation toward problem solving
  8. Developing a tolerance for work that goes on for an extended period of time
  9. Developing a tolerance for working under pressure
  10. Getting to and from work
  11. Demonstrating tolerance for working alone, in crowded areas, or in public areas
  12. Showing initiative and perseverence on the job
  13. Demonstrating accuracy and productivity
  14. Giving an honest day's work
  15. Being loyal to the organizatyion for which you work
  16. Making independent decisions
  17. Using initiative and imagination
  18. Responding to what is expected of you
  19. Locating information, materials, tools, and equipment
- C. Maintaining personal habits
  1. Accepting responsibility for personal hygiene and grooming
  2. Managing personal finances
  3. Demonstrating proper social behaviors
  4. Thinking of self as a worthy person
  5. Solving personal problems
  6. Maintaining good health
- D. Developing support skills
  1. Communicating orally and listening effectively
  2. Reading with understanding
  3. Computing required mathematics
- E. Planning for career growth and development
  1. Showing a willingness to undergo further job skill training
  2. Demonstrating a knowledge of your own abilities, strengths, and weaknesses
  3. Seeking promotion
  4. Changing jobs
  5. Leaving a job
  6. Planning a career
     - 6.1 Developing a positive self-image
     - 6.2 Accepting responsibility for establishing career goals
     - 6.3 Recognizing accurate self-knowledge as a logical first step to career planning
     - 6.4 Acquiring an awareness of career alternatives within one's chosen occupational field
     - 6.5 Being aware of education and continuous training requirements in the selected career field
     - 6.6 Being aware that a hierarchy of jobs exists within the chosen career field
     - 6.7 Accepting the fact that patience is necessary to advancement in a career field.

ready have a basic curriculum and an instructional plan. In addition, these plans have been modified to accommodate the handicapped students. So the design of the *Third Dimension* must be of a flexible nature that will allow it to interface with the existing total curriculum. Such a flexible plan would give each instructor the latitude to adapt the *Third Dimension* objectives to fit his/her instructional delivery system. This "barebones" curriculum plan would contain the following basic curriculum elements: objectives, sample learning activities, suggested resources, and student evaluation processes.

Although the barebones curriculum plan follows traditional lines in terms of the basic curriculum elements cited earlier, the development and implementation of these elements will have to be customized for the affective curriculum. Student learning activities should be developed so that some of them can be used as stand-alone exercises and others fused directly into existing units of instruction.

Since affective objectives must be achieved and, therefore, measured over an extended period of time and under a variety of conditions, the traditional three-part performance objective will not serve any useful purpose. Instead, only the behavioral statement should be used. To distinguish this objective from the traditional three-part performance objective, it should be called an "objective stem." The behavioral statement, "demonstrate proper care of tools and equipment," is an example of an objective stem.

Since no single standard at a given point in time is sufficient to measure an affective objective, several indicators of achievement must be used. These *behavioral indicators* will demonstrate the changes taking place in students' attitudes and the gradual approximation of the desired behavior. The student response must be self-initiated and frequently repeated. Accomplishment of the objective is acknowledged when the student performs the behavior as a matter of routine in his/her daily activities. The example in Figure 2 illustrates an objective stem (behavior) and some sample behavioral indicators.

There are other ways to set up affective objectives for vocational education so that they can be measured and progress reported.

Figure 2.

Sample Objective Stem and Behavioral Indicators

Objective Stem:	Demonstrate proper care of tools and equipment.
Behavioral Indicators	a. Returns tools to their proper place.
	b. Cleans and sharpens tools without request.
	c. Voluntarily reports or repairs broken tools.
	d. Uses equipment in the proper fashion to avoid unnecessary strain and abuse.
	e. (Note: Other indicators could be used.)

Example: **Graduated Or Hierarchical Objective Structure.**

I. Generally promotes the activities of the vocational student organization.
   A. Volunteers for committee assignments.
      1. Participates in meetings and other functions.
         a. Joins the vocational student organization.

As an example, assume that participation in the vocational student organization was considered an important affective activity for the student. Obviously the objective style in Figure 2 could be used for this purpose; however, the creative teacher could also develop a graduated or hierarchical objective, such as the ones cited in the example above.

Notice that each unit of the graduated objective takes the student to a higher level of participation in the student organization. That kind of progress can be documented over time. The verbs that set up this objective are central to the development and measurement of affective capacities. The verbs in the example (joins, participates, volunteers, and promotes) reflect student growth in an attitudinal way. Some other sample verbs are: compiles, defends, objects, attempts, accepts, compares, seeks, and persists (Myers, 1977).

Measuring achievement in the affective domain requires some different strategies than one would use in measuring the cognitive and psychomotor domains. The most important consideration is to allow enough time for the behavioral changes to take place. This requires repeated measures over an extended period. Some basic measuring devices for the affective domain include but are not limited to: anecdotal records, Likert scales, semantic differential scales, sociometric techniques, rating scales (several variations), and behavioral checklists.

Summary

There is a need and a place for the *Third Dimension* in the vocational education curriculum. It is compatible with every instructor's desire to increase the potential of his or her handicapped students to successfully attach themselves to the work force. It also supports current national goals to increase work force productivity. The need is clearly defined and supported in the current literature. In addition to other citations in the text of this article, evidence documented by Petty, Kazanas, and Eastman (1981), and Luft and Suzuki (1980) indicates that entry level workers need more than just job skills and knowledge to successfully compete in the workplace.

This article suggests a basic process for successfully developing and implementing the *Third Dimension* of the vocational education curriculum. The key activities in this process include: determining the affective needs of beginning workers, developing a detailed plan, using some creative teaching methods, and using the unique curriculum elements described in this paper. The resulting curriculum design should provide enough flexibility to allow the affective content to be fused directly into the existing vocational education curriculum. This flexible design will also allow the instructor to teach the *Third Dimension* curriculum in a fashion that best suits his/her instructional style and the nature of the particular vocational education program.

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